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INCORPORATED 27<sup>th</sup> MAY 1870.









# The A. T. A. Magazine



*Magistri Neque Servi*

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

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No. 4

## The Municipal School District

By A. J. WATSON, B.A., Superintendent of Schools, Lethbridge

THE advisability of having a larger unit for the administration of rural schools has received much consideration from educational authorities both in this Province and elsewhere. It is not by any means a new theme, neither is it likely that the present reference to it will add much that is novel. Nevertheless, it is a question of very great interest not only to executive bodies but to the teaching staff of the Province as well. Last year there appeared in this magazine two interesting articles written by H. C. Sweet, B.A., who has since been elected President of the Alberta Teachers' Alliance. In these articles reference was made to the advantages enjoyed by the Province of British Columbia where the Municipal Unit has been adopted as the basis for rural school administration. This system already has many advocates in the Province of Alberta and is regarded favorably by many in responsible executive positions. If the teachers themselves approve it, and if they are willing to emulate their president and assume actively that leadership in educational matters which is supposed to be associated with their profession, this is a golden opportunity for them to convince the ratepayers of the Province that they are solidly in accord with, and will support the movement to establish a larger unit of administration than the present rural school district. November is the month for holding local conventions. Those in charge of the programmes should endeavor to allow some time for the discussion of this question.

A change from the present system to that suggested is one of considerable magnitude. It is doubtless wise to move slowly, to weigh the probable loss as well as the probable gain, to watch closely the larger unit in operation elsewhere and to estimate its suitability for the Province of Alberta. There are those who argue that the local school requires a distinctly local board of control, that a trustee board in charge of twenty or thirty schools would pay too little attention to the interests of individual communities, that the probability of obtaining a good teacher would be doubtful, and the removal of an ineffective one almost impossible. Other objections will occur to those who wish the retention of the present system, and if so, they should be given publicly either in debate or through the columns of this educational magazine in order that a proper estimate may be obtained of the loss or gain to be expected in a change of such a sweeping character.

My attention was first directed to the advantages of a larger administrative unit a few years ago when I was inspecting rural schools. Under the policy of the

Department I was made Official Trustee of several districts. As the number increased it soon became evident that I could not personally administer these districts in addition to other inspectorial duties. Instead of considering a local secretary for each district, I appointed one secretary for all those districts within a radius of twenty or thirty miles of a centre. In each instance the secretary was chosen because of personal executive ability and because the work in which he was engaged assisted him in readily becoming acquainted with school administration. As a result those districts under official trusteeship received first consideration. They were never without good teachers if the number of children warranted operation. The teachers were always paid promptly, the requirements of the school attended to, and the finances administered expertly. One such district was placed under official trusteeship because there were not enough British subjects to form a board. When the time came that there were enough qualified trustees I called a meeting and endeavored to have a board elected. The ratepayers turned out in sufficient numbers to fill the building but unanimously refused to consider a change in administration. This district still is, I believe, under an official trustee who employs the same expert secretary. Now I am not advocating a general system of official trusteeships, not at all, but if an inspector and a secretary could, in addition to their regular duties, satisfactorily administer twelve districts, which would in the ordinary manner require thirty-six trustees, would not an elected trustee board in a municipal unit of twenty or thirty school districts, with a full time secretary, administer them to the entire satisfaction of the whole community?

The trustee board of a municipal school district would exert authority and command respect in direct proportion to the area controlled. A trusteeship would not be a matter that would have to be thrust upon some unwilling recipient as is often the case at present. Rather it would be eagerly sought, it would be considered a distinct honor and coveted accordingly. It is a well-known fact that in the cities and larger towns the school board commands a dignity and exerts an authority in close second to the city or town council itself. Similarly a municipal school board would rank second only to the council in administrative capacity and executive authority. It would be composed of those ratepayers who were most expert and most personally interested in educational affairs. It would form an influential court of appeal for parents and teachers. It would be in a position to take an un-

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biased view of sectional differences of opinion. It would be able equitably to adjust differences between districts in boundaries and other matters. It would have an infinitely broader outlook upon general community education than is at present possible for the best intentioned local board controlling one single school district. It would be able to develop a unity and a continuity of educational objectives impossible under the present regime.

Such a board would deal not only with elementary education, but it would have control of such secondary education as it considered to be in the interests of the whole community. Would it be too much to hope for that essential institution which all farmers so desire, an agricultural high school? At least a high school in a municipal area can be taken for granted and it would not be a difficult matter to give the courses in such a high school a distinct agricultural or even technical bias. The sooner the generally prevalent idea, that all high school courses lead to university or normal school, is shot to pieces the better for rural Alberta, but there is little doubt that this will not be done so long as the university and the cities and towns maintain control of the courses. The ordinary rural school district is too small and insignificant to assume the necessary leadership, and if rural Alberta is to obtain the type of education it desires, it must first develop a larger and more influential administrative area. Before the formation of the wheat pool the average small farmer sold his grain how, when, and where he could; or rather when he had to and how he could. The results in the present system of marketing grain are well known. The same results will obtain in education when the same thought and organization is given to it by the very same farmers.

The advantages of financing the larger school unit are so obvious as scarcely to require mention. Everyone who has travelled rural Alberta knows how streaky the crop condition is even in the best years. One section is hailed out, another gets frozen, one gets sufficient moisture, another either too much or too little. All these may and do happen within a single municipal area. Under the present system of sixteen sections to a school district, one school may be able to operate while its neighbor is for the time being financially "broke". Next year conditions may be reversed. Is it not obvious that a blanket school tax over a number of districts, equitably assessed, would enable all school districts to operate all the time? Even in bad years, the credit of a municipal school unit would be infinitely sounder than that of a single school district, and in any event the operation of school, even if limited, would be uniform.

In the municipal school unit the casual and infrequent inspection of schools could be superseded by more definite and more constant direction under a supervisor jointly appointed and jointly paid by the department and the municipal school board. In a district comprising twenty or thirty schools the supervisor would have ample opportunity to make monthly visits, to keep in constant touch with his staff and to direct the progress of his schools. Regular staff meetings would take the place of semi-annual conventions and a definite educational programme could be carried through. The supervisor would be more a principal than an inspector, and, while of necessity primarily responsible to the Department, he would at the same time keep the board regularly and definitely informed regarding school conditions and progress.

From the teachers' point of view the advantages would be numerous. Under the expert guidance of a

supervisor each teacher would realize that he was to all intents and purposes a member of a regular staff rather than an isolated individual governing his own small school in his own small way. The consciousness of having support and assistance would go far towards creating interest and contentment, while the knowledge that each school must not be outdone by its neighbors would tend to create professional enthusiasm. All this would help to stabilize the teaching profession and to eliminate much of the constant changing from school to school. Last, but probably not least, each municipal area would naturally have a uniform scale of salaries, and experience would be recognized as it is at present in every progressive city or town.

The formation of municipal units could be worked out gradually and according to the desires of the community. The School Act at present provides for the formation of consolidated schools or rural high schools. In much the same manner provision might be made for the formation of the municipal unit. In this way the system could be thoroughly tested in those areas favorable to it. There is also very little at stake in such a trial, much less than in the formation of a consolidated school. The individual units would remain the same. Each rural school would operate as at present, but under different management. If it were discovered that the municipal unit under one board was not acceptable it could be discontinued at the cost of very little expense or rearrangement. At any rate it is well worth trying. As already intimated, if the subject of a larger unit of rural school administration is attracting the interest of the teachers, then it deserves more than a casual article or two each year. It should receive attention in some form or other in every issue of the A.T.A. The teachers can do much to promote the idea if they actually believe in its superiority.

### ARMISTICE DAY MEDITATION

Long, weary years we fought  
And suffered in the tempest and the rain,  
Nor thought  
Through all the anguish and the pain  
That all our fight was vain  
And all our dreams were nought.

We knew the die was cast,  
And staked our life and fortune on the throw—  
The blast  
Of bursting shrapnel and the flow  
Of warm, red blood aglow;—  
And we returned at last.

Not all of us returned.  
Some lie bruised and broken on the plain.  
They turned  
Young, wistful faces to the rain  
That drowned their voiceless pain  
And quenched the flame that burned.

We hoped to find supreme  
A perfect love, a peace inviolate—  
The gleam  
That glimmered, pure, immaculate  
Upon that field of hate,  
Oh, was it but a dream?

—E. J. THORLAKSON, Medicine Hat.

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## The Fires of Life

By REV. W. E. KELLEY, M.A., B.D., St. Andrew's Presbyterian Church, Lethbridge.

"THERE'S no simile for his lungs. Talking, laughing, or snoring, they make the beams of the house shake." So said Mr. Jarndyce, of his friend Mr. Laurence Boythorn, in the immortal pages of "Bleak House." And Boythorn was a studied portrait of Walter Savage Landor. Reading Landor's poems one came across this little verse called "Finis":

"I strove with none, for none was worth my strife.  
Nature I loved and, next to nature, Art.  
I warmed both hands before the fire of life;  
It sinks, and I am ready to depart."

"I warmed both hands before the fire of life." One wonders what Landor meant by that. He was a strange, rough man, and like most rough men he found the world a rough place to live in; a man whose life left itself open to caricature, which accounts for Dickens turning the poet into Mr. Boythorn of "Bleak House." In one of his "Imaginary Conversations" speaking of himself, Landor says: "From my earliest days I have avoided society . . . for I received more pleasure in the cultivation and improvement of my own thoughts than in walking up and down among the thoughts of others." In saying this Landor seems to have forgotten that it was for the selfsame reason Lord Foppington avoided reading books, and it also forms an interesting commentary on his remark about warming both hands at the fire of life. For Landor seems to have made the initial mistake of thinking that the fire of life is something a man can keep burning on his lonesome, so to speak. He ignored the patent fact that, while the fire may be within himself, the fuel to keep it burning is obtained through contact with one's fellows. We all of us have much within us that is combustible, but what sets it burning is the impact of one life upon another. Left to ourselves the fire only smoulders, it doesn't "burn."

For fire is an interpretative thing, as most effects are. It is not a cause, it is a result. And one may reasonably doubt if Landor's hands ever did get really warm, he was so self-contained. Even the things he said he loved are not calculated to keep out the frost. Nature is often asked to do a lot of things she is unable to do. She has been made a final court of appeal from whence one may procure sentences on all sorts of subjects. But one of the things nature does not do is to issue verdicts. She does not always interpret herself. She is great at asking questions which she herself refuses to answer. Her only meaning lies in her connection with man. And when one looks into her deeply as Wordsworth did, he finds her to be a kind of veil hung between man and a holy of holies that lies on the other side, and we are unable to decipher the pattern on the veil. The setting sun in the West, and the blue curtain stretched overhead, the green slope of the hillside, and the snow at our feet, do not tell us what they mean. We may hold out our hands to nature as nature and fail when it comes to getting warm. And fire, while an elemental thing, is not natural. Man's first fire was a second fire. He had the original flame given him wherewith to light his fire, from Prometheus who with the aid of Minerva, went up to heaven, and lighted his torch at the chariot of the sun, and brought down fire to man. And since then it has been necessary for life to touch life for any warmth to be kindled.

Much the same may be said of Art. Art for Art's sake sounds fine but really gets nowhere. It is Art for Man's sake that achieves the task and fulfils some end. Art in itself and for itself warms nothing. All it produces is a Broken Melody that breaks before the really great notes are sounded. It is only when Art seeks to interpret that it begins to kindle the heart of man. And to become an interpreter it has to take in the human. It is human life that redeems Art from destruction. But the first line in Landor's poem makes us dubious about any resultant warmth. The man who refuses to strive because he cannot find a worthy foe is tacitly admitting that the fire is out and the hearthstone cold. All striving and effort tell of a fire burning brightly within us. That man is not to be envied who, looking on the faces of his fellows, finds none worthy of his mettle. To be thankful we are not as other men is always a dangerous attitude to assume. There is little wonder that the fire sank and that Landor was ready to depart, for it must have been cold where he lived.

The truth is that we are so made that striving is imperative. And only in this way do the fires of life give out any steady warmth. As one turns the pages of history he can see this truth working itself out, one epoch, in which life touches life in sympathy and help, marching forward like a strain of music; and some other epoch blowing cold and sullen, with no marching because there is no light and no light because there is no fire. An example of the latter may be found in Walpole's day when the very rich and the very poor revolted against the finer things of life. That was an age when purity and fidelity were sneered out of fashion and the poor were ignorant and brutal. What was the matter? The fires of life were all out. Men were cold, reserved, lacking in sympathy, and enthusiasm for anything was considered bad form. The thing to do was to try to warm your own hands at your own fire and let it go at that. And the result was your own fire went out, and men found themselves sitting at a hearthstone that held nothing but grey ashes.

Today we know better, that if ever warmth is to be injected into the body politic it will only be in so far as we project our sympathy and warmth beyond our own life. Life must touch life in loving service if the temperature is to be raised. As Browning put it: "Love is the spark God gave us from the fire of fires." And to do something like this is, I take it, one of the finest ideals in the teaching profession. We are helping young folk to a becoming, "It doth not yet appear what they will be," and to a teacher in a greater degree than to almost any one else is given the great chance of setting some young heart aflame with a noble ideal.

There are many *ignes fatui* trembling in the gloom of the world's strife and confusion; will-o'-the-wisps that make men's footsteps no surer, that lead men's feet astray. To have the chance with the warmth of one's own ideals and sympathy to kindle another life, and by the fire burning in your own heart to touch some other life, cold and frigid, with the ashes of the past lying on a cold hearthstone, until it is set a-burning again in beauty and self-forgetfulness, is to have the happiness of knowing how true it is that:

"Love lit the lamp and swept the house all round  
Till the lost money in the end was found."

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## The Last Days of the Great Glacier

BY W. S. BRODIE, M.A., VICE-PRINCIPAL LETHBRIDGE HIGH SCHOOL

**M**OST of us know in a general sort of way that at one time a great sheet of ice covered all the country about Lethbridge, in common with the rest of Canada and the northern part of the United States. However, we may not all know some of the interesting things which geologists can tell us about the retreat of this Great Glacier, and the important part it played even in its latter years, in the shaping of the land surface in Southern Alberta.

The accompanying map shows the area between Cardston and Macleod on the west, and Lake Pakowki and Seven Persons on the east. Its general slope is towards the east and north. Thus the Milk River Ridge has a general elevation of 4,000 feet above sea level, while that of Lake Pakowki is 2,735. At Lethbridge the C. P. R. station has an elevation of 2,976 feet. From here to Seven Persons the drop is about 800 feet.

Along the northern part of this region lies the deep trench of the Old Man River, which changes its name to the South Saskatchewan after the Bow joins it. At Lethbridge the valley is a mile wide and its steep banks rise 300 feet above the river. Along the southern edge of the region is the Milk River in a similar though smaller trench. We might explain these valleys in part as having been cut out by the rivers now flowing in them. But there are other deep trenches running for many miles through the plains which have in them little or no running water. Three such valleys are Chin, Etzikom and Verdigris Coulees. It is the purpose of this article, following the researches of such men as Dawson and Dowling, to account for their formation.

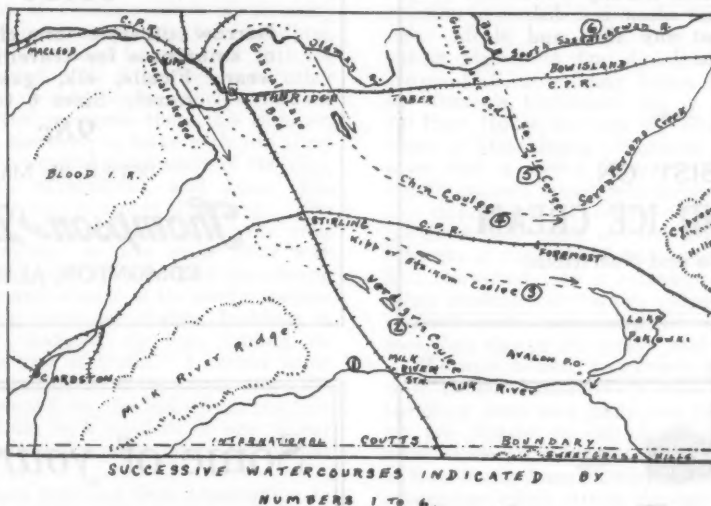
Let us go back in imagination to a date just before the Age of Ice. At that time we would see a river flowing eastward somewhat along the course of the present day Old Man. At the south, the Milk River in its upper stretches followed its present course, but turning north at Pakowki Lake emptied into the Saskatchewan by way of Seven Persons Coulee.

When the increasing coldness of the climate had brought continuous winter, these rivers ceased to flow. All precipitation was in the form of snow. This accumulated to a vast depth and by the pressure of its own weight was converted into ice.

How long the Age of Ice continued we cannot say, but as the climate became milder, the ice melted most rapidly along its southern front, and again permitted drainage by the Milk River. This must have been a notable stream in those days, for all the drainage now carried by the Old Man with its tributaries, Waterton, Belly and St. Marys, would be forced to flow in it.

The great ice barrier to the north would prevent any escape in that direction. So the Milk River, with its stream full, fed by the melting ice, made its way almost due east across Southern Alberta. Its old course northward through Lake Pakowki was barred by the ice, so it cut a new channel which now allows it to reach the Missouri River.

When the ice had retreated north of the Milk River Ridge, most of the water could follow the lower ground north of the Ridge, and running easterly along the ice front, cut the trench now called Verdigris Coulee. This channel, (2) on the map, joins the Milk River about ten miles east of the railway line. At this period a lake seems to have covered the land above the junction of the St. Mary's and Old Man Rivers.



Later on the water found a new course and carved out Etzikom Coulee (3). This stretches from near Stirling east to Pakowki Lake. Here the stream appears to have swung to the south-west and again rejoined the Milk River. At this time a lake, held back by the ice front, covered all the Lethbridge region south to Stirling and west to the Blood Reserve.

Still later the ice had retreated so far north and east

that the water followed the Old Man for a distance below Lethbridge. The ice front ran for a time due north across the river, but south of Chin it turned southeasterly, and the water after forming another lake, trenched out Chin Coulee and Seven Persons Coulee. This is the channel marked (4) on the map. This left the Milk River as a small stream flowing in a great trough cut in the lusty days of youth.

After the waters had succeeded in cutting a way along the present course of the Old Man as far east as the mouth of the Bow a tongue of ice still stretched south across its course. Again a lake was formed until the water was deep enough to flow south-easterly, excavating Forty Mile Coulee, which enters the Chin west of Etzikom (channel 5 on map). The water then flowed north-east through Seven Persons Coulee as before.

When the lake finally broke through the ice tongue it rapidly cut a deep gorge along the present course of the Saskatchewan River.

We must remember that this retreat of the ice was not continued at a uniform rate. Doubtless for years the ice front would remain at one place, damming back the water into lakes. In the comparatively still water of these lakes the fine particles of sediment could settle to the bottom, forming our clay soils. When a break in the ice dam allowed a rapid draining away,



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great gullies would be formed, particularly along the river banks. This might explain the steep-sided coulees so numerous along the Old Man. It is probable that they were formed rapidly, for slow erosion would produce gently sloping banks.

All of the conclusions stated above are of course largely speculative, and open to revision as investigation brings new points to light. At least, in our summer rambles in the coulees and river valleys, we may find some pleasure in trying to find a reasonable explanation of how they were formed.

—The Spotlight.

## Some Impressions of the University of Chicago

By MISS M. DOROTHY MAWDSLEY, M.A.,  
Vancouver, B.C. (Formerly member of  
Staff of Lethbridge High School)

A SHORT account of Chicago must of necessity keep itself within limits possible for brief handling, and with that in view, I realize I must deal with the university alone, devoting little if any space to other aspects of the city and its inhabitants which struck me during my three months' residence there this summer.

I cannot but wish, however, to leave with you three words as typical of my general impression of the city, and these are: noise, skyscrapers, and heat. The noise in the heart of the city is simply deafening. You either shout at the top of your lungs or convey your intentions by sign language as you make your way beside trams and busses, with the elevated thundering overhead, and the roar and wheeze of the steel construction which is replacing some out-of-date building in the city's constantly changing sky-line, adding its tumult to the existing roar of traffic. I believe some scientist has been computing in dollars and cents the loss in efficiency occasioned by the individual reaction to the unceasing hubbub; to a resident of one of our smaller, slower, and quieter Canadian cities, the uproar is indeed appalling.

Chicago's skyscrapers were my first introduction to the species—that is if one discounts the Smith building in Seattle which attempts by a series of Western superlatives to assert its right to inclusion. I found them very attractive in the main. At night when they are illumined they make a magnificent sweep along Chicago's water-front, and I never failed to be impressed by Michigan Avenue, a street of which the city is justly proud. At times indeed the skyscraper had been erected with too strictly utilitarian lines, and the eye rising above a grandiose base, moved on and on past factory-like windows of red brick before they encountered the equally grandiose lines of the top. Whatever this means in economy of decoration, it is a most obvious error of judgment to cause the eye to move along horizontal, instead of upward along perpendicular lines. The famous Tribune building, on the contrary, strikes me as a particularly gracious development of soaring lines suited to skyscraper production.

But neither the noise nor the skyscrapers of Chicago made the impression upon me that was made by the heat. I could avoid the noise of the city's centre since I had little or no occasion to penetrate there, and my studies gave me little leisure to explore the attractions of "The Loop." But the heat of the end of June and the middle of July could not be avoided, and could hardly be endured. One felt stifled by a warm vapor bath of heat, and gasped for breath in the oppressive atmosphere of the library where one seemed to stick to all the books and papers used in the befuddling heat.

And evening brought no relief. Three or four cold baths in the course of the night did give a temporary respite, but were apt to make one unpopular with the other occupants of the boarding house who were probably aroused from the momentary release of broken slumber. After a few days of this, the weather changed without warning, and almost at once one was muffling oneself in a coat to escape the cold, penetrating wind, or trailing an umbrella across the campus in hopes of having it when torrents of rain suddenly descended.

However, I must not spend any more time upon this, but hasten to give you a few impressions of the University. The first thing that strikes one is the difficulty of getting even a tolerable place to stay. I had been in residence as an undergraduate in the East so had had nothing of that sort to think of, and after the clean newness of our Western bungalows, I wandered appalled from one dull, drab room to another. The consistent resemblance of room to room did eventually convince me, however, that there was nothing unusual in this aspect, and the room was chosen in the end more with relation to convenience to the University than anything else. Meals, as a rule, were eaten in the University eating places. A fine dining room is a part of Ida Noyes Hall, a building which fills the same position in Women's University life in Chicago that is filled by Hart House for men in Toronto. A second dining room is Hutchinson Commons, designed very closely after that in Christ Church, Oxford, though I occasionally amused myself wondering what would have been the impressions of some of the stately men whose portraits look down on you from the walls of Christ Church, if they could have seen the dignified dining hall converted into a cafeteria, where, waited on by other students, we hastily gulped our meals—students of both sexes, representatives not only of the white race, but also of the yellow and the black.

We were indeed, a strangely assorted crowd. There were students from every state in the union all contributing their own particular twang or drawl to what we are pleased to call our common language; there were students from the West Indies, from Mexico, or from South America who spoke generally in Spanish—a language which struck my ears as unpleasantly harsh and metallic; there was just a sprinkling of Europeans, English, French, and—in larger numbers—German; there were Jews; there were Negroes; and there were of course, others, like myself, from our own fair Dominion. My accent was an unfailing source of interest in all this polyglot, a situation which struck me as rather curious since (all last year in Europe) I had submitted to being classed as an American on the same basis. I would sit down beside some stranger in the cafeteria and probably before I had taken a mouthful of food I would be asked with ingenuous American curiosity where I came from. Sometimes I shelved the issue, dodging the "Oh, are you a Canadian? My, what a long way you have come." Then, perhaps, followed a hasty look to see if any vestige of my nearer relation to our common Simian ancestors was visible. Or if I was spared this, I was rarely spared an organized questionnaire on "How do you say—in Canada? Now, isn't that curious. They would say it like that in Massachusetts, but in Kansas City we always say—something entirely different." Now, I do not wish to be carpishly critical of Americans in this matter. How can I be, since I have made the surprising discovery that I am "A Daughter of the American Revolution" myself, and, what is more, have found out what it means! But I was very much impressed by the recognition given by educated Americans to State variations of pronunciation. In England there are, indeed, many different accents, but only

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one is recognized as the accent of culture, and common standards of education have secured such uniformity that pronunciation is not a matter for discussion among English people of culture. I had it broken to me gently but firmly in England, once, by one of the officials of the Society of University Women Teachers that if I wished to teach in England, it would have to be some other subject than English, "since," said she kindly, "your accent is hardly what we call the Oxford accent." An Englishman once told me, "I do not worry about whether the word I speak is pronounced in the dictionary as I pronounce it, or not. If it is not, it will be there soon, since I pronounce it as the boys who went to school with me pronounced it, and we are the makers of the English of tomorrow."

But this sublime confidence is lacking among the Americans. They are thrilling with a desire for Culture, spelt with capitals if not with a "K", and they are thronging educational institutions throughout the country thinking that if they pile up enough diplomas and certificates they will eventually succeed in attaining it. And as they come together from very different types of preparatory schools, they are faced with an extraordinary variety of accents, spoken by people whose culture is equivalent to their own, and who, in such a case, is prepared to say that Massachusetts is right, and Kansas City is wrong? One merely accepts that they are different, after a hasty look in a nearby dictionary; and if California or British Columbia contribute yet another variation to the existing confusion, one merely looks in a second dictionary, and accepts that too. And so America, today, is a paradise for the vendor of dictionaries, quite apart from the failing interest in the cross-word puzzle, and Chicago, having secured the services of Mr. Craigie who brought the New English Dictionary to a successful conclusion, is the headquarters for what will be the New American Dictionary.

In the new Modern Language Building which is just being occupied, Mr. Craigie and his assistants have an enormous room, something in the nature of an auditorium, as headquarters for their labors, and while it will not be concluded in our lifetime, I suppose, yet the next generation will have another standard by which to judge this very curious, very vivid transformation of the English speech. I must not forget to add, moreover, that the new impetus to American national realization which was given by their small suffering and great prosperity as a result of the Great War, has added its quota to this language question. Not only is the educated American today willing to accept State variation in pronunciation, but he is urging as a patriotic principle his right to a language of his own, and his irritation at the assumption that if America uses a different trick of speech from England, America is necessarily wrong and England necessarily right, "not wrong," says the post-war American, "but different."

The America which I have described as thronging institutions of learning is clamoring for teachers, and the University of Chicago summer school was largely attended by teachers in State High Schools and Colleges who desired to gather the requisite number of "credits" given for the successful completion of courses—either to hold a position which they had obtained during war-time shortage and were now in danger of losing to better qualified teachers, or to secure a coveted rise, only obtainable upon the securing of a higher degree. There was something very inspiring in this gathering together of teachers to increase their efficiency. I could not but admit regretfully that we in Canada were not insisting that our teachers get the newest ideas

to improve their methods. All these eager workers were giving their vacations and their savings to advance themselves, to have something new to pour forth in the next year. One girl told me she was not going up for another degree; she had her M.A., and that was all she needed, but it was three years since she had attended summer school, and she had begun to feel rusty. One owed it to one's pupils to keep abreast of things. I worked out for myself a little theory about the America of today. In many ways they seem to me to have the eager spirit of the Elizabethans; there is the same dawning of intense nationalism that thrilled the England of the seventeenth century which had just successfully defeated the Invincible Armada; there is much of the ingenuous curiosity towards things new; there is the same eager thirst for knowledge; and if we, who are not Americans, do not always like the form in which this spirit shows itself, it is, I think, always interesting to observe, and much that we regard as extravagant can be laid to the exuberance of youth.

I do not feel that I have said anything that I set out to say. I should have told you of the beauty of the buildings of the University of Chicago, clustering round the campus in grey stone of gothic design, and everywhere made instinct with life by the beauty of the Virginia creeper; I should have told you of the beauty of the grounds, the lily covered ponds in which move lazy gold-fish, and the fountain in front of the Reynolds club house; and certainly I should have told you of the high reputation which the University of Chicago is justly gaining as a centre for graduate studies, and of the nature of the scholarship which it is inspiring. I have failed to do all this and already I feel I have too far transgressed the limits of your patience, so I shall have to leave it unsaid. I must tell you, though, of one thing which is making Chicago a centre of interest to the student of English, and that is the work that is going on there in the interpretation of Chaucer. The University has had made photostatic reproductions of all the Chaucer manuscripts in the world, and it is now possible to study hitherto little-known, or even inaccessible manuscripts without stirring from Chicago. The comparative study of these manuscripts under the inspiring guidance of Mr. Manly and Miss Edith Rickert will contribute much to the understanding of the poet, and is drawing students from all over the continent to the halls of the University.

I passed daily all last summer the site of the new University chapel, and as I listened to the shriek of the windlasses and the calls of the workmen, I felt transported in mind to the great days of the Renaissance when Brunelleschi formed the daring project of surmounting the cathedral in Florence with a dome, or Michael Angelo labored on his design for St. Peter's. Perhaps I should have thought instead of the much more modern building of the cathedrals of Truro, or Liverpool, but to me the very spirit of the Renaissance breathes through the eager nation of today, and if I carried away nothing else from my summer's work, I could never forget the exhilaration of mixing with students so earnest, so instinct with life. The zest to learn sometimes is accompanied by naive gaps in general knowledge. For instance, two graduate English students not wishing to hurt my feelings by asking me where Vancouver was, finally settled to their own satisfaction that it lay between Montreal and Quebec, but some day we shall convince them that Vancouver is on the Pacific coast, and that Alberta is a sunny land of grain; meanwhile they are athirst to find out in the halls of learning all that Europe has learnt in her centuries of civilization; they are quite convinced that such things can be learnt in such a way, and the very simplicity of their enthusiasm makes for its charm.

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## Educational Publicity Committee

PRESIDENT H. C. SWEET

THE A.T.A. Educational Publicity Committee, organized in July at the time of the midsummer executive meeting, commences its work at a time distinctly favorable to the realization of its aims. The Toronto Conference of the World Federation of Education Associations has aroused widespread public interest in the policies and ideals of the organized educators of the world.

Miss E. R. Conway, Past President of the National Union of Teachers (England) paid a tribute to the service of the press to education when she stated in one of her addresses at Toronto: "We feel that in the press we have a tremendous factor in education, and without the press we should be unable to reach the hearts and minds of the people." At the closing meeting of the Canadian Teachers' Federation in August, Dr. E. A. Hardy, the President-elect, made an estimate as to the hundreds of pages and columns of publicity which the World Federation Conference had been given and would be given in the daily and periodical press.

The magazines published by the provincial bodies of teachers affiliated with the C.T.F. have given the teaching body complete and inspiring reports of the Toronto Conference, while returning delegates have reported to the press, to public gatherings and to local groups of those interested in education. When the full printed report of the World Federation is available in January next, the Educational Publicity Committee will be well-advised to secure publication in the newspapers of the province of outstanding addresses by world leaders in education. The World Federation is now substantially endowed and its office will from time to time furnish statements on the definite policies which its permanent committees and central organization will uphold. Those agencies which would lead and guide public opinion on educational problems, policies and programmes should find a wealth of inspiring material ready to their hands in the records and publications of the World Federation.

We learn from a recent issue of "The Schoolmaster and Woman Teacher's Chronicle" that the Educational Institute of Scotland proposes the establishment of a National Research Council on Education which will provide for research facilities for the practical teacher. Mr. George McLay, who represented the E.I.S. at Toronto states that in the schools there is a great body of expert observers conducting experiments without assistance and in difficult circumstances. An immediate want, in his opinion, is to make the process and result of experiments available to the whole profession and the proposed Research Council would perform in the first place the function of a clearing house for the collection and collation of the records of individual research. The information which this Council would collect would be that concerned with the work of practical teachers in their schools, which never gets into any journal and which, being of individual origin, may suffer by lack of comparison with the results of the experiments of others.

Such a Council would not exist merely as a collector from sources of information. It would also maintain the function of assembling in correlated form the information it gathers and in disseminating it. From this function it would be but a step to that of suggesting and directing lines of enquiry, so that its ultimate accomplishment would be the promotion of experiments in teaching on approved lines.

Such plan, as that made for the activity of the Research Council of the E.I.S. merits mention here, in that it is proposed that the teachers themselves proceed with the work. A teaching body with so great a proportion of life-time members as that of Scotland is peculiarly well fitted to undertake such careful work as would be directed by the Council. Such a proposal is in line with the statement by a member of the A.T.A. Educational Publicity Committee in a recent issue of this magazine: "When we have better programmes of study, the teachers will build them."

\* \* \* \*

The Alliance programme has always included the project of bringing progressive educational policies before the teachers, and before the other educational agencies with which the Alliance endeavors to co-operate. The Educational Publicity Committee plans for more definite use of available agencies which will reach a still larger public.

\* \* \* \*

The Canadian Teachers' Federation has not overlooked the importance of research into educational problems, having assigned specific subjects to the provincial organizations for study. British Columbia has undertaken an investigation with regard to super-annuation schemes; a Saskatchewan committee submitted a report in August on examinations; Manitoba has had the question of Dominion registration of teachers under investigation for a year and will now undertake the problem of over-crowding and general conditions in class-rooms. Alberta's assignment for two years past has been an investigation in the matter of educational costs in Canada. The Alberta Committee on Educational Costs which includes Messrs. C. B. Willis, A. E. Rosborough and O. McKee, recently conducted an investigation by means of a questionnaire to city comptrollers and secretaries of city school boards. In addition close examination was made of the reports of provincial Departments of Education, and of the Dominion Bureau of Statistics. A valuable report was submitted to the 1927 C.T.F. convention. The Alberta committee has been asked to proceed further with the work.

Such exact data as is collected by provincial committees working under suggestion of the C.T.F. should receive more attention than acceptance and endorsement by the yearly convention. The C.T.F. itself and provincial committees as well should undertake the dissemination of the collected information.

The Manitoba Teachers' Federation has a C.T.F. Committee which proposes to secure continual attention to useful C.T.F. policies. Means to the same end will be provided by the A.T.A. Educational Publicity Committee.

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## My Year in Australia

By MISS GLENELLA HARDY, Central School,  
Lethbridge.

UNDER the system of exchange of teachers between various parts of the British Empire, I was given the opportunity of spending a year in Australia. Canada exchanges only with the State of Victoria, so the greater part of my year was spent in Melbourne.

Not the least pleasant part of my year was the twenty-three days taken by the voyage across the Pacific, which more than lived up to its name, "The Sea of Peace." A luxurious, commodious Canadian-Australasian liner with its constant sources of entertainment, an ever-changing sea, as one approaches the tropics—and it is amazing the difference there can be between the sea we know, and that of the tropics with its vivid turquoise or deep green coloring, or brilliant sparkling blue and again indigo—and the various interesting ports of call, Honolulu, Suva, on one of the Fiji Islands, and the picturesque city of Auckland, made the days pass all too quickly.

We entered Sydney Harbor late in the afternoon, and anchored for the night surrounded by the lights of a city, yet quite unknown to us, and were able to get some vague idea of its tremendous size. On leaving the boat early the next morning, I must say that I was somewhat startled at seeing numbers of perilous-looking hansom cabs and four-wheelers, and to be almost deafened by shrill cries of "Keb, lidy!" "Keb, lidy!" but was relieved to see, a short distance down the street, a line of the "Yellow Cabs" we know so well in our own country.

At the end of my year in Australia I was able to spend some weeks in Sydney, and have the opportunity of exploring it. And a tremendous city it is, with its population of over a million, with its impressive, substantial buildings; its art galleries; its museum, libraries, and magnificent theatres; its trams, busses, and underground railways. What a different picture from that so many people seem to have of Australia, a country still inhabited by many blacks, where the only important industry is sheep-ranching.

I shall never forget those July midwinter days in Sydney, day after day of brilliant warm sunshine, and the parks in different parts of the city crowded with people, simply enjoying the beauty around them, or watching the games of hockey (played chiefly by girls), football or lacrosse.

Sydney may well boast of its harbor and it is impossible to have any idea of its great extent until a trip has been taken by boat around it and into its numerous inlets. From Milson's Point one gets a magnificent view of a great part of the harbor, and a busy scene it presents. Ferries are constantly darting out into the harbor from the Circular Quay, huge liners from the Orient, England, or America are anchored at some pier in Darling Harbor or Woolloomooloo, and there are the cruisers and the training ships, and the smaller craft to be seen in any harbor. Not far from the quay is old Fort Denison, a relic of the early days of Sydney, from which, we are told, only one prisoner ever managed to escape, and he was killed by a shark as he was attempting to swim to land. Every time I saw Sydney's harbor I could not help but remember the words I had read somewhere, which said that "Nature's scheme of color in Australia is blue and gold." One sees this so well in the vivid blue of the water in the harbor,

the blue sky, the brilliant sunshine, and in the pale golden sands of the beaches.

Melbourne impressed us at once as being typical of our idea of English cities. It too, has just passed the million mark and is well laid out with its beautifully wide streets. Someone has said "The lungs of a city are its open spaces," and those who had the planning of the city have indeed been far-sighted, since almost a fourth of the city's area has been set aside for parks and gardens. From Swanston Street near Flinders Street Station where traffic at almost all times is terrific, one has just to cross Princes Bridge, and a few steps brings him into Alexandra Gardens, one of the city's most beautiful parks. Collins Street, the chief business and financial street of the city, is still unmarred by the noisy modern tram, and the little cable-car, with its ridiculously small "dummy," still wends its way leisurely from Spencer Street to Spring on its way to some outer suburb.

I would like at this point to tell how splendidly the Victorian Teachers' Union helped to make the year spent by the overseas' teachers in Australia a pleasant and profitable one, by arranging trips to various towns and districts, giving us an opportunity of seeing places we should possibly otherwise have overlooked. Australians are certainly not lacking in hospitality. On our arrival at such cities as Ballarat, Bendigo, and Geelong, places whose beginnings are well known to those who have read of the early days of Australia, we were met by a delegation consisting of representatives from the Union and citizens and were taken to the town hall where we were given a warm welcome by the mayor. Cars were then ready to take us around the city and to outlying points of interest. On one occasion we were invited by the branch of the Union at Warburton to spend a day with them, and during our visit were taken on a long drive that took us up to Mount Donna Buang, a high point in the Great Dividing Range, from which we could look for many miles over ridge after ridge all covered with a dense growth of the eucalyptus, or gum-tree, the real bush country of Australia. One is apt to become a little wearied with the monotony of so many gums, but there is a certain beauty in them, especially in the spring when they are covered with the new red-tipped growths. A number of times we went on excursions through Fern Tree and Sherbrooke Gullies, and there we saw the beautiful tree ferns which grow so luxuriantly in Australia, and heard, but rarely saw, birds of many varieties. The clear notes of the bell-birds, which live in colonies, sound like a beautiful peal of bells. The whistler, the whip-bird, the saucy blue wren, the kookaburra with its almost human laugh, and the magpie, which, unlike ours, has a most musical note, are all characteristic birds of Australia.

I have made no mention of the educational side of my year in Australia, but it seems to me that the benefit derived from an interchange of ideas with teachers of another country should be well known. One must return after having had such a year's experience, broader-minded, and with a fund of knowledge that could never be obtained from the mere reading of books.

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## Aza

A SKETCH, BY OLIVE HAW, B.A., LETHBRIDGE HIGH SCHOOL

THEY were always together, these two—or if only one were in sight you knew the other to be within hailing distance. Just as you always think of the names of David and Jonathan, or of Damon and Pythias, in pairs, so you always pronounced in a single breath the names of these two little French Canadian brothers, Aza and Pierre. Their country schoolmates wonderingly admired their skill at horseshoe, a kind of rustic quoits, and unquestionably followed their lead in whatever gaiety suggested itself on the school grounds. Pierre's mirth was contagious, and his droll speeches provocative of laughter. His deep brown eyes were always twinkling, and his lips ever parted in a smile, revealing a row of even white teeth.

Aza, only a year older than his brother, resembled him but slightly in temperament. His fine brow, pale serious face, and deep, almost violet-blue eyes, shaded by dark curling lashes, arrested your attention, and you turned again to note the intent expression on the face of the shy, sensitive young boy. All the children loved Aza, but especially the younger and weaker ones, who regarded him as their champion and protector against the sullen rustic bullies of the playground. He was a creature of moods. When in high spirits, he would run about the playground whistling like a bird or singing in a clear sweet treble, a young Master Skylark. He would even try a battle of wits with Pierre, who in spite of his native gaiety and humour, would in nine cases out of ten come off but second best in the contest. Sometimes he would take the five-year-old babies of Grade I, screaming with delight, for fast "bumpety-rides" on his back. Sometimes he would purposely lose a game to a mere novice at horseshoe to the unspeakable delight of the victor. And always there was a group of ardent young worshippers who made the school grounds ring with their shouts of "Aza! Aza! Aza, come and play in our game!"

But on other days the boy sauntered about with a dreamy preoccupied look in his eyes, silently and intently watching the games of the others from a long distance, as though he were an observer from quite another world, and not at all a creature fashioned after their kind. There was not a child among them who cared to break through the boy's reserve or interrupt his reveries. It was not that he inspired them with physical fear, but that they failed completely to understand a temperament so entirely different from their own, and, not understanding, were content to regard him from a distance with mingled feelings of respect and awe. It was only little Claire Chouinard who seemed to understand and to share the boy's moods. She had won and kept his confidence from that first day when as two very small and lonely children, not knowing a word of English, they had first come to the schoolhouse where, surrounded by a mob of curious onlookers, Claire had slipped her little hand in his and shyly but firmly pulled him out of the hearing of their amused audience. They had become fast comrades then, and even now, though scarcely a word was spoken between them as they walked or sat quietly side by side, you caught the understanding glance of the eye which spoke a language more certain than words. Perhaps it was something in the French temperament to which, while the other children were unresponsive, she alone was sensitive.

Lars Hansen, the new Norwegian schoolmaster, came to have as much regard for Aza and Pierre as the

children. He would stand in the doorway and watch their lithe figures as they came swinging along so easily over the fields. They always wore the same blue jeans, open at the throat, and broad-brimmed Farmer Jones hats which they touched gallantly as they called out good-morning, sometimes in French, sometimes in English. Lars would reply in a mixture of the two tongues, "Good-morning, mes petits freres!" Young Lars, having begun his career in the district by launching gaily into its social activities, had been quick to note, at the first barn dance of the season, Aza's keen appreciation of music. He had watched the lad fiddle away on an old violin, a family heirloom, for half the night to please the young dancers. He played the pieces entirely by ear, having picked them up from other fiddlers or from gramophone records. The very next day Lars had begun to teach him the rudiments of music on the poor jangling piano which stood in a corner of the schoolroom. Aza had responded eagerly, and many a summer morning he had stolen alone into the schoolhouse to practice for an hour on end before the other children arrived, having first walked the three long miles across the fields alone, while Pierre slumbered on in his bed.

The home from which the boys came was a humble two-roomed shack, so lightly built that, when the south-west wind blew across the open prairie, you half expected to see it lift the shaking unsubstantial timbers and whirl them in derision miles from the little spot of prairie they had originally occupied.

One glance at the cheerless interior satisfied you that no woman's hand had been at work there. The sole occupants were Aza, Pierre, and their two elder brothers, Roland and Lionel—the "four bachelors" as the neighbors designated them. The furniture was shabby and sparse. Above the door of the living room hung a large wooden crucifix, and on the end wall was a portrait of a woman in whose finely moulded features and deep-blue, speaking eyes you could trace a marked resemblance to those of the boy, Aza. The older boys held the memory of their departed mother very dear, but Aza and Pierre had been too young to remember her. Yet they had often heard the story of her long weeks of suffering with the gradual loss of eyesight resulting at length in total blindness, which had made death welcome to her. And they had also heard it told how she would stretch out her thin hands to feel for their small curly heads as they stood by the bedside, and how she would smile when she had been able to distinguish Aza from Pierre because he stood an inch or two taller than his younger brother. When she knew she was about to die, she had called to her bedside her eldest daughter, Irene, then only a girl of fourteen, and had charged her to care for the two little boys. Then they had taken her away to a hospital whence she had never returned.

Irene, with the help of a younger sister, Cecile, had been faithful to her trust. She had cared for her little brothers like a mother, and in the face of poverty and hardship, had courageously managed the affairs of the household in a way that would have done credit to a woman of much greater strength and experience. She had even found time to sing to the little Aza and Pierre, and to entertain them, with the legends and folk-tales of the French Canadian people, while she was busy darning her father's socks. Often on a summer afternoon you might have seen the three playing

at hide-and-seek among the haycocks, the little brothers, hatless and barefoot, in tattered overalls out at the knees, raising their shrill voices in high glee.

One day Irene was left to bear the family burdens alone, for Cecile, growing tired of the pinch of poverty and the monotonous daily round of farm work, had run away to the city and had married. Irene had remained with her brothers until they were both of a sufficient age to shift for themselves, whereupon she, too, had married, and had gone to live in a neighboring village, many miles from the railway.

As time went by and the drouth came upon the southern prairies the farm began to go further and further behind. Eventually old Jean-Paul, the father, forced to look elsewhere for a living, set out for Washington, where he found work in a lumber camp. Jean-Paul had had a good education in a high school and business college in Montreal, but his instruction had been entirely in French, and served him in poor enough stead on the western prairies in this time of crisis.

In the absence first of their sisters and now of their father the four boys were left alone to run the farm and keep house as best they might. Lionel, the eldest, was at heart a good fellow and meant well enough by his small brothers. But Lionel was in love—and love is blind—so, while he lavished all the affection of his impulsive young heart on the bonnie Scotch lassie on the adjoining farm, he failed to see the needs of his younger brothers. Night after night he took Jeanie to the country dances and frolics, returning home at sunrise to tumble into bed and leave the farm work to the faithful, plodding Roland, a tall, awkward youth of eighteen. Lionel's nights of pleasure and indulgence ran away with most of the scanty funds which old Jean-Paul sent from his monthly earnings, and often the little boys had no butter for their bread nor sugar for their coffee. Indeed, there had been days on end when the only food in the house had been the bread Roland baked and a scanty store of potatoes.

Lars Hansen, concerned by the easily observable effects of such neglect upon growing boys, had taken in hand to talk to Lionel in his most diplomatic manner, but it had all been to no purpose. He grew alarmed when Pierre developed a persistent hacking cough which became increasingly worse.

At last, one morning, Pierre took ill in school. Lars Hansen lifted him in his arms, carried him to the one conveyance on the school grounds, a rickety lop-sided buggy, and himself drove him home, put him to bed and ministered to his wants until the older boys came in from the fields. They sent for Irene, and anxiously awaited the three days before her expected arrival. But Irene came a few hours too late. Little Pierre had died.

Irene's heart was broken. She sobbed bitterly as she bent over the form of the little boy she had tended like a mother from his infant days. She clung almost desperately to Aza, scarcely allowing him out of her sight for even an instant.

After the burial she went home with her three brothers to the little shack and, as the days dragged slowly on, she did her utmost to dispel the oppressive melancholy which brooded over the household. She sent Aza back to school, though she missed him dreadfully through the long days when the older boys were in the field.

One day Irene felt that she must return to her home, so, bidding her brothers adieu, she set off on her long ride to the railway station. His sister's departure was almost more than the lonely, tenderly affectionate heart of Aza could bear. The full sense of his loss of

Pierre had not come to him while Irene had been near, but now that she was gone, he was overwhelmed with loneliness and grief. He wanted to escape from his playmates at school, yet dreaded to remain home alone, for the silence of the house was unbearable. He therefore had no choice but to go. Once at his place in the classroom he withdrew behind the kindly covers of his largest book, the geography, in a brave pretense at studying. But the head sank down upon the desk and the muffled sobs escaped. The little children, undecieved, looked on in wide-eyed and solemn wonder to see their favourite shedding tears. One by one little dainties from their lunch pails found their way to his desk as comforting tokens of their sympathy. At recess they called on him to direct their games, but he did not heed them. A sense of gloom pervaded the whole school, and it was not until a day or two after that it was finally dispelled and the normal atmosphere of healthy cheer was once more apparent in their midst.

In the meantime, old Jean-Paul had made a decision. He would return to his boys without further delay. At this good news Aza went about with a beaming face. He had not seen his father for over two years. Word came, one autumn day, that he had arrived, and Lionel drove to meet him. Aza strove, though somewhat in vain, to control his intense excitement. At every sound of the grating of wheels upon the road he jumped to the window, for Lionel was to return home by the road past the school. But each time the passer-by proved to be some neighboring farmer hauling hay or water. Four o'clock came and, at the very moment when the children were being dismissed, Lionel and old Jean-Paul drove into sight. Aza bounded out of the door, bareheaded and breathless.

"Dad!"

"Ah, mon petit fils, Aza!"

Without another word Aza jumped up behind his father's seat and the three drove away. On the school porch they left a group of children staring dumbly after them, their eyes following the receding vehicle until it had disappeared into the ravine beyond. Even then they did not move, but stood speechless, waiting for the horses to climb the great hill beyond the ravine. They wondered why the team was so long reappearing and, growing tired of waiting, broke up to go about saddling their ponies for home.

But in the ravine old Jean-Paul stopped the horses, and taking Aza in his arms as though he had been but a very little child he passionately kissed his brow again and again, while the great tears filled his eyes.

Jean-Paul felt the loss of his youngest son bitterly. But as the days went by a feeling of tranquility came upon him and he made a firm resolve that, as soon as the scanty crop had been removed and threshed he would take his family away from the lonely farm, back to Washington with him.

One November day the children assembled at the school hear the rumble of a wagon in the distance and, looking up the road they see approaching a team drawing a load of household effects upon which, among his brothers, is seated their former playmate. They wave a last farewell to Aza as he passes. Little Claire is there and blinks her eyes resolutely to keep back the tears. Aza answers their cries as the wagon recedes. It disappears. The sound of shouting dies in the distance and the hills ring with his laughter no more.

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## The Training of Teachers I.

C. SANSOM

IN the September issue of this magazine there appeared a resolution, passed by the Teachers' Alliance at its last annual meeting, asking the Department of Education to empower the University to license graduates of that institution to teach in the public schools of the province. There is so much involved in this apparently innocent resolution that a few comments on the situation might be in order.

The question at issue is how teachers can best be trained to carry on the educational work of the province. It is a question which ought to receive careful consideration. We are approaching a time when something will have to be done. The normal schools are now seriously overcrowded, and the provision made for the professional training of the graduate students is admittedly unsuitable and inadequate. Any action taken at the present time may determine the policy for a long time to come. We are at the parting of the ways. It is important that some consistent plan be decided upon in regard to this question. Our next move should be in the direction of some goal, not merely a fumble in the dark.

I propose to show in this article that the training of teachers in this province should be carried on in institutions under the Department of Education established and maintained primarily for this special purpose. There are, to be sure, certain assumptions involved in my position in the matter. What these are and their bearing on the question will be taken up in due course.

In the first place it must be kept in mind that the question under consideration is training for teaching, and not training for research. Teaching and research are two essentially different things; and unless we distinguish clearly between them we shall get nowhere in our thinking on this subject. If it is thought desirable to train people in this province to engage in technical research in education, then undoubtedly the Provincial University, rather than the teacher-training institutions, is the place where this work should be done. It may not be entirely clear why, at this stage of our development, the province should establish a school for this purpose. Where would the graduates of such a school get positions after they are trained? At the University of Chicago the students who engage in research in a serious way are looking forward either to positions in universities where they will be in a position to carry on research, or to normal school and administrative positions where a first-hand knowledge of research technique can be turned directly to account. But in Alberta as yet the number of such positions offering is not large, and the few people who want this training can easily get it elsewhere. I often wonder if people who talk so lightly about "research" in education have any realization of what it would cost to establish in this province a laboratory in any way comparable with that of Spearman in London, Thorndike at Teachers' College, or Judd, Buswell, *et al.*, at Chicago. There is perhaps no other line of work in which it is possible to spend more money with less returns than in the field of educational research.

There was a time when it was thought desirable that all teachers should be "researchers," and every school an experimental laboratory. This was the position taken by a considerable school of thought in Germany in the 90's of the last century, when the scientific

movement was at its height. But the better thinkers,—such men as Meumann, for instance, saw that this was a mistake. At present the question is practically a dead issue. It is now recognized that educational research is a highly specialized activity, and that the rank and file of classroom teachers have neither the inclination, the capacity, nor the opportunity to make any significant contribution in the field of educational science. Nevertheless all teachers should be more or less interested in research problems and sufficiently acquainted with the methods and purposes of research to study their own pupils intelligently and co-operate with specialists in this field. To create this interest and impart this knowledge should be regarded as functions of any teacher-training institution. But this is no argument for carrying this work into the university. It would be just as reasonable to argue that teachers should be trained in the university to get a knowledge of educational psychology, or the history of education, or any other matter whatsoever they need to know. Nevertheless if it should be thought desirable to set up a research school in the university to duplicate in some feeble way the work now being done in educational laboratories elsewhere, or to conduct classes there for the further education of teachers-in-service, there is no inherent reason why this should not be done. These are questions which should be considered on their own merits. They fall quite outside the scope of this article which is concerned solely with the question of the training of teachers for admission to the profession.

One reason why this initial training of teachers should be kept out of the University is that universities traditionally have but scant respect either for the art of teaching, *per se*, or for any grade of academic work which is carried on below the college level. It is by no means to the credit of universities that this should be so. I state the matter as a generally recognized fact, not as a compliment. College teachers as a rule rather pride themselves on two things: on knowing their work and on not knowing how to teach it. They are able to carry off this latter position because young people do not usually go to college with any very serious intentions as to scholarship; and besides, college students are a fairly well selected group, and material thrown at them in any fashion is apt to "register" sufficiently to satisfy the by no means pressing needs of the occasion. But in the elementary and high schools we encounter an entirely different situation, and the carry-over of the college attitude into these schools would largely defeat the purpose for which they are maintained.

As a result of this attitude of college teachers toward teaching methods, the students who come "across the campus" from the academic departments of a typical university to take certain required courses in the school of education to get a certificate to teach, do so in an attitude of indifference, not to say contempt, for everything that goes on there. As for practice teaching, it becomes the emptiest sort of formality. The professors in charge of the school of education are not, as a rule, primarily interested in these undergraduates who are merely preparing to teach; they are interested in some intensive research study which they are carrying on with the help of a small group of graduate students who are themselves aiming to get away from teaching in some research or administrative position, rather than to get into teaching in the public schools. The situation is, in fact, generally admitted, and constitutes one of the main reasons why, in the United States at any rate, the universities have been losing ground to the teachers' colleges in the matter of teacher-training. It all comes back to our basic position—if it is training for research



you want, provide for it in the university; if it is training for teaching you want, provide for it outside the university.

A few words now as to the assumptions underlying this position to which reference was made in a preceding paragraph. These are implied in the expression "adequately staffed and equipped" as applied to institutions for the training of teachers under the Department. The entire argument stands or falls on the attitude of the Department toward the work of teacher-training. The danger is that this attitude will be too largely determined by certain normal school precedents which have been already established in this province. It has been discovered, for instance, that a staff of nine instructors can take care of three hundred students and turn them out in a year as "trained teachers." It has been established furthermore that one instructor can meet seven classes three times a week and at the same time supervise the teaching of his subjects in the practice school and give each of the three hundred students personal direction and assistance in regard to weaknesses which may appear in the teaching of his subjects. The further precedent has been set up of merging the graduate students with those studying for a lower certificate. These conditions are, to be sure, deplored by the Department officials. It is fully recognized that the present situation is unsatisfactory and should be improved as soon as possible. Nevertheless it would be no evidence of sincerity in a case of this kind to refuse to recognize the enormous prestige of precedent in governmental affairs, or to try to minimize the dangers arising from this with reference to such a question as we are now discussing.

(To be continued in December issue.)

## First Impressions of Canada

By MISS JENNIE T. MILLER, Central School, Lethbridge  
(On exchange from Motherwell, Scotland.)

As a stranger within your gates, it is rather reluctantly that I record my impressions at such an early date, knowing full well that one has to live in a country some time to enter into the spirit of it, and appreciate fully all it has to unfold to the newcomer. A diary would have been a valuable asset at this point.

I had intended coming to Canada via New York, but on learning that some friends of mine were coming direct, I was easily persuaded to change my plans, and I would indeed have been sorry to have missed that pleasurable sail up the St. Lawrence.

Quebec was reached at midnight, and in the morning it presented a brave show, as it was en fete to greet "The Princes" and Mr. Baldwin. That famous town was reminiscent of Edinburgh, unique in situation and history. We were sorry that time did not permit of us going ashore and enjoying a closer acquaintance with it, but in the morning sunshine it charmed us with its quaint picturesqueness. Unfortunately, the thought of the stewards waiting anxiously to proceed with the removal of our baggage called us from the comfort of our deck chairs to the more arduous duty of packing and strapping the last case, and we had to forego, for the next hour or so, some of the sights we had been hoping to enjoy.

That done, we were able to enjoy that most wonderful of the world's waterways, in glorious weather. We sailed into Montreal at night, and what a brilliant sight it was. Probably it was specially lit up to welcome the Prince, but the ghost-like docks, the sparkling lights and the brilliant Cross on Mount Royal seemingly

hung in the air, made it an enchanting scene. By day, Montreal proved to be just as interesting, and I was sorry not to have been spending longer time in that city. I had hardly expected to find just so many French people in and around the city. Motoring in the surrounding country, the villages seemed to be distinctly "French." During my first few days in Canada, what struck me very forcibly was the number of motor cars in use, and how much in favor was the rocking-chair.

Not the least enjoyable part of the trip was the train journey. The journey itself was all so new and interesting and the trans-Canada was a revelation in comfort and accommodation. I had somewhat dreaded the two days' journey to Winnipeg, but found that it passed all too quickly. We talk glibly at home of the vastness of Canada, but I am sure no one can understand just how immense it is, unless he has made the trip. I was sorry it was wet and misty all the time we were in sight of Lake Superior, for it looked a most inviting spot.

Winnipeg was disappointing at first, perhaps because of its flatness. It is a most wonderful city of course, and has much to commend it, but it did not appeal to me as did Montreal. Seen from the roof of one of its sky-scrapers it showed itself to be of wonderful dimensions. Its beautiful golf courses and park were things to be proud of. It is a happy thought having the search-lights play at night on the dome of the Government Buildings, drawing attention to, and arousing interest in, a public building with the most beautiful and interesting interior.

Leaving Winnipeg and making for the kindly West, another wonder of immensity was in store as the train rushed on through the rolling prairie, with its golden grain waving in the sunlight. The prairie, stretching as it does, as far as the eye can see, tells a wonderful story of the loneliness and industry of the pioneer. No wonder the Canadians impress others with their love and pride of their country.

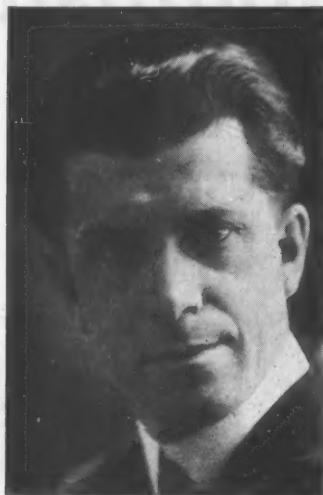
Very fine indeed is the view from Lethbridge, of the coulees and prairie, with the noble heights of the Rockies rising away in the distance—these mountains which seem to lure one on with promise of something still better in store. No one, it seems to me, could be long in this city without appraising its wide streets, lined so beautifully with trees. Its fascinating houses, splendid schools, public buildings and stores, all point to the progressiveness and optimism of its citizens. Though a small city, in the interior of such a vast country, it wants for little that we find in older and larger cities. The kindness of the West is here. Last, but not least, is the charm of its weather. Does the blueness of the sky account for the happy air of the people, and their kindness of heart?

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## Dr. M. E. Lazerte



**T**HE genial gentleman whose picture appears above is one of the most widely known teachers in Alberta. Some recall him as college chum at Toronto University, whence he graduated as B.A. in 1909 with honors in mathematics and physics; others knew him as rural teacher during 1909-11 in Ontario or Alberta; others again look up to him as their old confrere or principal at Medicine Hat High School from 1911 to 1913; while others again found and made a note of him during his service as school inspector at Bassano, Macleod, the City of Edmonton and Vegreville which period was interrupted by over a year and half's service with the colors.

In 1924 Mr. Lazerte was appointed Lecturer at the University of Alberta in Psychology and Education. Mr. Lazerte was always recognized as a genial, competent and helpful inspector, notably well informed and hard-working, his years of effort and enthusiasm for education leading to the Master's Degree and B. Educ. from the University of Alberta, and culminating in the degree of Doctor of Philosophy, conferred in July, 1927, by the University of Chicago, for which degree he specialized in his favorites, Education and Psychology.

In his present position as assistant professor of Psychology and Education, Dr. Lazerte is emphasizing first the training of teachers for elementary school work, secondly, the training of teachers for administrative and supervisory positions for rural high schools. Since accepting service on the University staff Dr. Lazerte has kept in very close personal touch with elementary school work by voluntarily teaching a class in one subject throughout the school year, thereby evidencing his distaste for basing his theories on anything but practical knowledge and experience obtained personally.

Dr. Lazerte has undertaken to contribute a series of articles on Elementary School Problems to the *A.T.A. Magazine*, commencing with the subject of Arithmetic in the December issue.

## SOUTH ALBERTA CONVENTION

NOV. 3rd AND 4th

Mr. Harry Charlesworth, Vice-President of the World Federation of Education Associations, of Vancouver, will address the general sessions of the Annual Teachers' Convention at Lethbridge on the subjects: "What is Expected of the Modern Teacher," and "The Place of Education in International Friendship."

Late arrangements have been made for Professor Aikin of the John Burroughs School, St. Louis, Mo., to be present at the Convention, Friday, November 4th. Professor Aikin, will be able to stop for the day en route to Vancouver.

The Convention is indeed fortunate in securing such able visiting speakers for the 1927 meetings. In addition a very carefully planned series of group meetings has been arranged.

## MEDICINE HAT HIGH SCHOOL LOCAL

The Medicine Hat High School Local met on September 29th, and elected the following officers: President, Mr. Percy Riches; Vice-President, Miss Bishop; Secretary, Miss C. Marsh. Other business was left over until the October meeting.

## NANTON

A meeting of the teachers of the Nanton Consolidated School was held on October 12th, for the purpose of considering the formation of a local branch of the Alberta Teachers' Alliance.

A local was formed of eight teachers.

The following officers were elected: President, Miss Davis; Secretary-Treasurer, Mr. D. C. Fleming; Programme Committee Convenor, Mr. Hamilton; Press Reporter, Miss Dulmage.

The Programme Committee is to consist of three individuals, the remaining two to be chosen by the convenor.

A fee of twenty-five cents is to be charged to defray local expenses. This fee is individual.

## NEWS ITEMS

In Lethbridge, the Fall term of 1927 is remarkable for the number of local girls who have been called from country schools to take their places in their home town. Included in the above are the Misses Harriet Steakley, Fanny Keel, Helen McKillop, Christina Smeaton and Beth Wishart. We take great pleasure in welcoming these as well as the following new teachers: Miss Marjorie Thomas from Taber, Miss Dorothy McQueen from Vulcan, Miss Catherine Cameron from Red Deer, and Miss Jennie T. Miller of Kirkwood, Motherwell, Scotland, who comes as our exchange teacher to replace Miss Dunn who has gone to Scotland.

Miss Evelyn Buchanan has returned after spending the greater part of a year in the East with her father who has been seriously ill.

Westminster school misses the cheery voice of Agnes Kerr, now Mrs. George Fulton, of Shelby, Montana.

Miss Hazel Keith whose marriage to Dr. Earl King took place early in the summer now resides in Toronto, where Dr. King is engaged in research work with the Banting Foundation.

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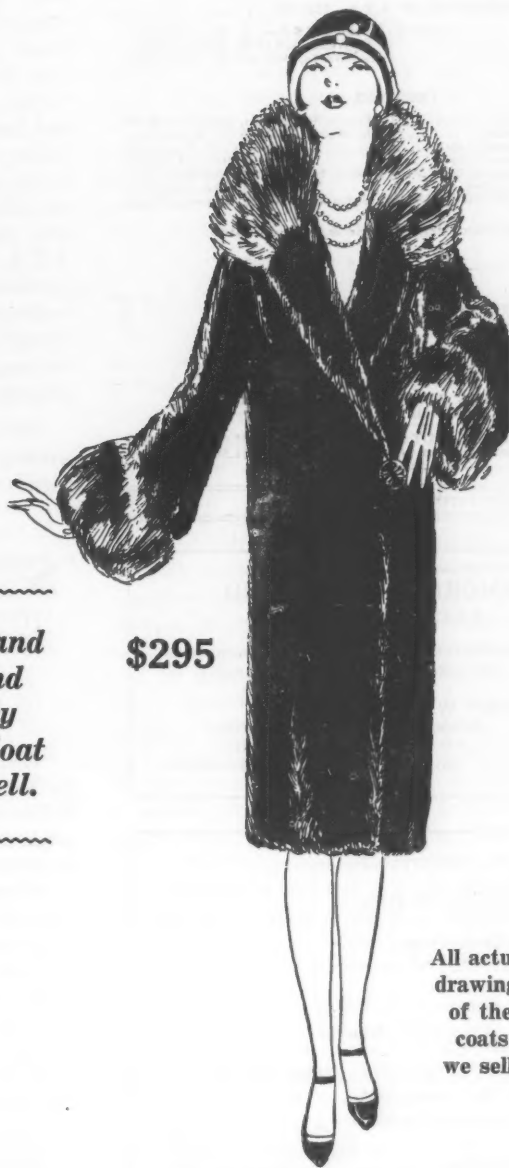
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No. 4

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## Editorial

ONCE again the *A.T.A. Magazine* is indebted to the Lethbridge Locals for a South Alberta number; once again the teachers of the far south have supplied practically all the reading matter and a heavy proportion of the advertisements. The first class quality of the articles is a real testimony to the energy, co-operation, loyalty, enthusiasm and literary and business ability of our stalwarts down south. The policy of leaving certain issues of the Magazine largely in the hands of different groups of teachers is working out splendidly and it is to be hoped that all teachers who visit Lethbridge will remember that patronizing *A.T.A. Magazine* advertisers is the most effective manifestation of reciprocity towards those who help to finance our printer's bill and to those whose interest extends so far as to sit down and devote valuable time to composing or securing articles of real merit for the information of readers.

Medicine Hat provides its initial South-Eastern Alberta Number next month and their south-western friends have set a standard well worthy of emulation.

"SUBSCRIBER" writes us asking the following questions:

- (1) What are school inspectors for?
- (2) Why do not all teachers receive an inspector's report?
- (3) One teacher should have as much right to an inspector's report as another. If not, why?

It appears to us that the first query is largely answered by the remaining two. However, if sections of the School Act and the Regulations of the Department be studied we will find many references to the inspector of schools who is the direct representative or agent in his own inspectorate of the Minister of Education. General regulations 27 and 28 of the Department seem to be the only places where the duties in general of the inspector with respect to school inspection—all that really concerns the teacher—are set forth. As to query (2) it is customary for the reports of teachers inspected by the Public School inspectors to be made out in triplicate, one copy kept on file in the Department, one sent to the school board and one to the teacher, the only fair way, in our opinion.

Query (3) leaves a good deal to our imagination and as we cannot follow the purport of the question; further light on what "Subscriber" is driving at would be necessary before we could deal adequately with it. It is so obvious that every teacher should receive a copy of his inspector's report, and the A.T.A. takes some credit for the institution of the system of having copies of the same report of the school inspector: on file in the Department; sent to the school board; and delivered to the teacher. We have always felt

that the compelling of the teacher to go to the trustees with a request to see the inspector's report is not conducive to the dignity of our profession.

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**A** FOURTH query: "Does a school inspector's report give the teacher his standing?" gives us pause. What does "Subscriber" mean exactly by "standing"? Does he mean "first class, second class certificate"? The inspector's report grades the teacher as: "E., G., F.G., F., W." We know of places where this is made use of by city boards to determine the granting of the annual increment in salary to the teacher, a most unfair proceeding, in our opinion, especially where the inspector is not the only supervising officer capable of passing an opinion. The principal of a large city school with, in some cases, fifty per cent. of his time devoted to supervision and school organization work should understand far more about the efficiency of a member of his staff than a most efficient inspector of schools devoting not more than half a day to that teacher. Again, the superintendent of schools is a competent judge of his staff, and would not be likely to base his judgment on a single visit to a teacher's classroom or a single report of a principal. It appears to us that it is unfair to the inspector of schools to place the onus on his shoulders of fining a teacher several hundred dollars—for that is what the setting back of a teacher on the schedule, \$50 or more per year for several years, amounts to. For this the Department can not be held responsible; the Department has never requested that the inspector's report be considered alone, nor even that it be given precedence.

\* \* \*

**T**HE report of the inspector is presumed to be the fair, unbiased assessment of a teacher's ability and efficiency, based on observation in the classroom during a single half-day. Many small factors enter into the making of such an inspector's report: the teacher's state of health on the particular afternoon or forenoon; the inspector's mood; the effect of a stranger's presence in the room upon the teacher or upon the dullest or brightest members of the class—all these factors may make the difference between a satisfactory report and an unsatisfactory one, especially if the teacher be actually close to the borderline of "good average." Less damage will be done by grading a very expert teacher a little below or a poor teacher a little above the mark to which he is actually entitled; in the one case a little hurt pride only results, and in the other, maybe the teacher's bump of self-esteem or complacency becomes a little unwarrantably enlarged. But the teacher a little above the average who unfortunately falls down just at inspection time, may suffer irreparable discouragement and a serious financial penalty.

\* \* \*

**F**EW who know the inspectoral staff intimately will question their endeavors to be absolutely fair; nevertheless an error in judgment can be made in a half days' inspection, and surely it behooves school

boards who have the services of at least three supervising officers, inspector, principal and superintendent, to place the responsibility of dismissing or humiliating a teacher on all three, not one alone. Should there be a diversity of opinion on the part of these supervising officers with respect to a teacher's competency, attitude or success, the teacher should certainly be given the benefit of the doubt.

We know of a case where the best teacher in a school, who had been at the school several years, giving the utmost satisfaction to principals and parents, and whose students year after year were eminently successful in their examinations was unfavorably reported on by an inspector; yet two years later this same teacher, now principal of another school, was eulogized to the skies by another inspector.

\* \* \*

**T**HIS brings us to another point: the human element cannot be excluded. All inspectors have not the same temperament, neither have all principals nor superintendents. One type of teacher will appeal to a certain type of supervising officer: certain mannerisms, methods or ideas will call for praise from one, censure or criticism from another. This human equation can never be eliminated even were it desirable that it should be; educational work is not a subject which can be estimated or evaluated by standardized mathematical calculations, although elaborately compiled scales used by Alberta inspectors may actually reduce the human element in large measure. Differences of opinion as to what constitutes a perfect type of instruction or a perfect type of teacher will never be made to coincide, and really efficient instructors must needs be made acquainted with the several opinions of all classes and kinds of authorities on education, blending a proportion of their methods and ideas with a few of their own. A teacher of outstanding merit can do this without danger, but if a teacher less efficient has any other idea in mind than succeeding in an inspection it is obvious that it be done at his peril. To work for a good "report" is surely paltry, it certainly is not education. However, if "life or death" depends on the inspector's report, then what else is to be expected—the human side again.

\* \* \*

**N**O sensible person would have the temerity to argue that a competent supervising officer, with his trained observation and knowledge is unable, after a very few minutes in a classroom, to come to an accurate conclusion that a competent teacher is efficient or to diagnose the incompetency of a misfit, and seldom is it true that different inspectors, superintendents or principals differ in their judgments on these cases, except in degree. Any slight error or difference in judgment will be of little consequence here, but this same degree of error in assessing the standing of a teacher of average, a little above or a little below average (these necessarily comprising the major proportion of

teachers) is a really serious matter, and all possible risk of error should certainly be avoided. Consequently we reiterate our opinion that the inspector's report should serve the following purposes only:

(1) To give information for the Department's records.

(2) To amplify the information to a school board, who are undecided from the reports of their own supervising officers, and other records, just what the teacher's standing should be.

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**T**EACHERS other than large city teachers will naturally ask: "What about ourselves? We have no superintendent and the school principal is teaching all day and can give no time to supervision." In such cases, of course, the inspector's report only can be brought into consideration, but a school board would not be justified in acting upon a single report of the inspector unless the teacher is obviously very weak indeed. The Department itself does not issue nor refuse to issue a permanent certificate on one inspector's report, which, we take it, is *prima facie* evidence that one report is not considered sufficiently informative to fix a teacher's standing.

\* \* \*

**W**E have recently heard of a young teacher in this province, who has been two years at a school and has not yet had a visit from an inspector. Obviously this teacher is giving satisfaction to the board and the parents, yet the annual increment in salary is refused on the ground that the board grants such only upon receipt of a satisfactory report from the inspector. No blame can be attached to the inspector's staff which was almost cut in half a few years ago. In the opinion of all disinterested educationists the inspector's staff is hopelessly inadequate to cope with the amount of work and distances to be covered; it was too small before the "cutting off" and conditions are such that it is impossible to guarantee even one visit to every teacher once a year. Furthermore an inspector has no opportunity to visit a second or third time any teacher whose standing is difficult to arrive at; he is thwarted in his desire to visit the same teacher with the same class in the same school a second or third time to verify or revise his first impressions of the teacher and the progress the pupils are making. If the municipality or even a larger area of administration were established, it would be possible to have a local supervisor appointed, perhaps jointly by the board and Department, to co-operate with the inspector, and a great impetus would be given to educational progress. Inspection combined with supervision is the only fair, sane and satisfactory system of doing justice to all: teachers, pupils, ratepayers and parents. Under present conditions, however, the teachers outside the large cities have inspection only, and little of that, for with the small overworked staff the term *supervision* applied to the work of inspectors is a misnomer.

**I**T seems to be an established policy of certain Alberta newspapers to "stab" in the back our own Alberta trained teachers by taking advantage of every opportunity which presents itself to spread propaganda amongst school boards re an over-supply of teachers, thus giving the "tip" to school boards to cut salaries. The usual procedure is to send down to the Department a reporter to quiz the officials on the annual crop of Normal School students, then, after learning the number in attendance, etc., a few casual remarks on the teacher supply situation succeeds in locating the real quarry—information which will enable the newspaper with a small degree of truth to publish a news(?) item under such headlines as "Abundance of Teachers in Alberta." It would be an insult to the intelligence of newspapermen to credit them with a sweet innocence of the inevitable effect of such propaganda; namely, the adoption of an attitude by stingy school boards: "plenty of teachers wanting a job, advertise and offer minimum salary."

\* \* \*

**A**LL things are in a state of flux concerning the teacher employment situation in Alberta and our recently graduated Normalites have a genuine grievance at the way things have worked out. We advised Normal School students that there was likely to be a shortage of teachers in October, basing such advice upon authoritative information and past years' experience, and for this reason we assured them there was no need whatsoever to scramble and stampede for positions at minimum salary, or any salary at all lower than \$1,000 per annum. Except for one unforeseen circumstance (a thing that could easily have been prevented) the advice would have been correct. Certain newspapers seemed very anxious indeed to report that probably forty or fifty of last year's Normal School graduates were not yet located in schools, which figure, we believe to be an exaggeration. But the reports omitted to state that standing had been granted by the Department to nearly one hundred Normal School graduates from other provinces. These teachers are all teaching in Alberta today and Alberta taxpayers must needs look on while their sons and daughters are elbowed out of positions. We are safe in stating that for every Alberta teacher unemployed at the present time there are more than two teachers trained outside Alberta being paid by Alberta taxpayers. This kind of thing may appear to give temporary advantage to school boards anxious to "squeeze a cent until it squeals," but, in the long run, the continuance of such an obvious injustice and production of an over-supply will act disastrously on the educational system of Alberta. It may not prevent the crowding of Normal Schools but it certainly will prevent a large proportion of the brightest students from choosing teaching for a permanent vocation.

\* \* \*

**H**AD ever a Minister of Education such an opportunity for benevolent direction of circumstances for the educational system and the teaching profession?



Every page of almost every newspaper published in the Province gives prominence to Alberta's banner year preceded by last year's bumper crop; the rural communities have never had such glad promise of economic ease and financial strength—40, 50, 60, even 70 bushels of wheat to the acre, and plenty of hay and feed; never before have the taxpayers been in such a favorable position to demand and pay well for services rendered. An over-supply of teachers in many provinces and a yearly crop of Normal School students sufficient to supply our own needs, yet no step whatever is taken to adopt some definite policy of selection of entrants to the profession; no step whatever in the direction of raising the standard of requirements for Normal School entrance or graduation.

\* \* \* \*

**I**NSTEAD, what have we? Certificates have been granted galore (83 actually issued at the time of writing) to teachers trained elsewhere and possibly 30 or 40 others are appointed and actually teaching without any Alberta qualification whatever, resting content with the assumption that the Department will grant standing. These teachers are usually Normal School graduates from other provinces and not one bit better qualified than our own graduates. Consequently Alberta graduates surely have every right to expect that every one will be assured a position before a single certificate is granted to an outsider, but they are waiting at home gloomily anxious for the letter of appointment which does not come, or earning a living with the threshing gangs. Alberta Normal School graduates actually possess an interim certificate and should have precedence of those whose standing is in suspense. Some advocate with reason, that until every Alberta graduate is placed, Section 192 of the School Act should be rigidly applied to teachers from outside Alberta who engage to teach before obtaining standing. If this were done it would serve as a lesson to those attempting to force the hand of the Department; also it would render nugatory the appointment of uncertified teachers and give Alberta teachers the preference. We have prosperity apparent everywhere except with the teaching profession which is in danger of a serious setback; we have the farmers in "clover" with promise of a reduced mill rate for education but the rural teacher is descending towards a "bread and butter" existence. The problems of issuance of certificates; teacher qualification; teacher supply; a province-wide schedule of salaries, independent of supply and demand; the raising of the school leaving age call aloud for solution. Let us hope and pray that the Minister of Education will not prefer merely to look on now, for sooner or later (possibly after irreparable harm has been done) these problems will have to be tackled. Let us hope and pray also that what has every appearance of a policy of inertia is the lull precedent to prospective legislation or regulation. This thing is certain, however, no near future demand will become fully articulate unless stimulus is afforded by those most prominent in the field of education.

**W**E trust that all newcomers will accept without grudge the strictures placed upon their easy access to Alberta at a time when circumstances are difficult for our "own." If without prejudice to the welfare of education we aim to safeguard the professional and economic interests of our native teachers, the Alliance surely is functioning properly. Now that you are of ourselves, we extend to you the glad right hand of fellowship, trusting sunny Alberta will prove to you a veritable land of promise and that, in co-operation with your new fraternity you may strive for and partake with us of a stabilized profession, an improved status and a congenial, happy home.

### The Prosings of a Pedagogue

W. T. ROYCROFT

A resolution, drawn up by the Curriculum Committee and published in the September number of the *A.T.A. Magazine*, asks that the course in grammar be revised to conform with the development of the subject in the text-book. In other words, a slavish adherence to the order in which the lessons are arranged in the text-book is, in the opinion of the members of the committee, desirable. Had the authors arranged the lessons in the usual order—sentence, subject and predicate, noun, verb—they would probably have avoided some of the inaccuracies which are to be found in the earlier lessons. In the text-book the pupils are taught that a simple sentence consists of but two parts, subject and predicate. They are then introduced to the object, which is defined not as part of a predicate, but as part of a sentence. In one of the exercises on this lesson, the pupils are told to write ten simple sentences each containing three parts—subject, predicate and object. The same confusion of ideas is to be found in the preceding exercise, where the word "predicate" is also used as if it were identical with the word "verb." No one should be surprised if such a "development of the subject" should fail to meet with the approval of practical teachers who know that, if their teaching is to be effective, a lesson on the verb must, of necessity, precede one on the object. Grammarians and others should realize that change does not necessarily denote progress.

\* \* \* \*

In ancient times shepherds were an abomination to the Egyptians. Two of the abominations of modern times are the propagandist who gives rein to his imagination and the learned preacher who regales his audience with the platitudes of the soap box orator, and "thinks he's smart." The utterances of the rabid temperance reformer usually carry little weight, and not without cause. It was recently stated in Edmonton that the reduction in the quantity of intoxicating liquor annually consumed in England, as compared with 1913, is due in part to a growth in temperance sentiment in that country. Competent authorities, the *London Observer* included, agree that the reduction is due entirely to three causes: the great increase in the price of liquor, reduced facilities for drinking, and unemployment. In other words, a reversion to the conditions that existed in 1913 would immediately raise the consumption of liquor to the level for that year—and this despite the efforts of teachers, temperance lecturers, and innumerable temperance organizations both within and without the churches. All this is not without interest to public school teachers who are required to give temperance instruction in schools.



## OUR TEACHERS' HELPS DEPARTMENT



**W**E have had some requests for suggestions on the teaching of Geography in various grades of late. In this issue we publish work in this subject in three grades. It is our hope that our enquirers will find much of a suggestive nature in the various types of work given. Our contributor of the work on Astronomy in the Grade IV Geography says: "While the work is fairly full, it is not intended to be given as a lesson verbatim. There are many points that may be touched upon which are only hinted at. For example, where I have touched upon the movement of the earth about the sun, the teacher could very well call attention to the fact that it is the earth's revolution on its axis that makes it appear as though it is the sun that is moving from East to West across the sky, etc."

We are submitting a considerable amount of drill work on the placing of the decimal point, and its significance, in Grade VII Arithmetic. Our contributor informs us, "I have found in my experience as a private tutor more particularly so many students of riper years who say that they never grasped 'the meaning of those old decimals,' that I have been compelled to drill them in the way suggested by the drills submitted, that I am hopeful this contribution may be helpful. I may add I have shown this to one or two public school teachers who have urged me to send it in."

We are glad to be able to submit the outline of work in Grade VIII Literature. Our thanks are due to our contributors whose help is much appreciated.

"A.L." asks for assistance in teaching Elementary Science, Geography and Citizenship for Grades III and IV. We would call "A.L.'s" attention to the questions and work suggested in Nature Study for Grade III in this issue, this may suggest methods of attack, as also the work in Geography in IV and V. We may also refer to the work in these subjects published in the issues of the Magazine from February to June last. The month and page are given here: February, p. 38; March, pp. 28, 30; April, p. 38; May, pp. 24, 26; June, pp. 28, 30. In this issue there are two misprints: "Geography II" should read "Geography IV" and "Nature Study, VII and V" should read "Nature Study IV and V." Help may also be obtained by studying similar work for a higher grade.

### OUTLINE OF COURSE FOR DECEMBER

#### I—Arithmetic

- Grade I:** (a) Counting to 100.  
(b) Counting by 10's and 5's to 100.  
(c) Recognition of groups that make 7 and 8.  
(d) Continue comparison.  
(e) Make symbols up to 20.  
(f) The use of  $\frac{1}{2}$  orally only.

**Grade II:** See October issue.

**Grade III:** Multiplication within notation limits by 3 and by 6. Units of Canadian money in common use.

Addition problems in dollars and cents.

**Grade IV:** Begin long division. Refer to "Course of Study."

Suggestion 4(c), p. 153.

Use unit fractions associated with division and with denominate numbers using the symbols.

Continue with problems.

Stress rapid calculation in division with one figure.

**Grade V:** Square Measure.

**Grade VI** (December and January): Multiplication and division of fractions as in Section 4(d) to (i) inclusive.

**Grade VII:** See October issue.

**Grade VIII:** (a) Review of denominate numbers.

(b) Board Measure.

#### II—English

**Grade I:** Reading: Read to p. 40.

Phonics: Long sounds of vowels, a, e, i, o, u, ow, ou, wa, all, or, wi, ir.

Language and Literature: See October issue.

**Grade II:** (a) Reading: Oral: (1) Matilda Jane; (2) Story of Piccola. Silent: The Snow Blanket.

(b) Memory: (1) Why Do Bells for Christmas Ring? (2) Review. Optional: The Lost Doll.

(c) Literature: A Christmas Story; or, Shoemaker and the Elves.

**Grade III:** Literature: The Golden Cobweb. Memory: The Shepherd's Song. Stories: Mother West Wind's Animal Friends. Reader: pp. 84-109. Dramatization: To be selected. Supplementary Reader, as for November.

**Grade IV:** Silent Reading: Tent House; The Wreck of the Hesperus.

Oral Reading: A Christmas Dinner; Christmas.

Literature: A Christmas Dinner; The Walker of the Snow.

Literary Picture: A Christmas Dinner. Memory: My Garden. Supplementary Reading: Apples of Idun; The Death of Baldr.

**Grade V:** Literature: Laws of the Land; Oral Reading: Dara.

Silent Reading: Making of the Hammer.

Character Study: Thor.

Memory: While Shepherds Watched Their Flocks.

Supplementary Reading: See September issue.

**Grade VI:** Literature: Mr. Winkle on Skates; Dickens in Camp.

Memory: Dickens in Camp.

Oral Reading: The Destruction of Sennacherib; Mr. Winkle on Skates.

Silent Reading: Dominique; The Red Thread of Honour.

Dramatization: Story Telling and Supplementary Reading: See September.

**Grade VII:** Literature: Columbus Discovers Land.

Memory: "If," by Kipling.

Silent Reading: The Revenge; Lamb's Tales from Shakespeare.

(Con.)

Oral Reading: Alexander Selkirk.

#### III—Writing

**Grade I:** Teach s, r, w, v, x, z, p, 2, 3. Give special drill to such combinations as wa, ve.

**Grade II:** Thirteen capitals: H, N, M, V, U, X, Y, Z, W, Q, S, L, G.

**Grade III:** Practise reverse oval. Also stem. Then make the letters B, P, R. Small letters r and s.

**Grade IV:** Small letters, e, l, b, h, k, f, r, s. Capitals, K, H, I, J, L, E, S.

**Grade V:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 0, \$, c. Review all letter forms.

**Grade VI:** e, c, v, x, V, B, P, R, K, S, 6, 0.

**Grades VII and VIII:** See September.

#### IV—Language and Composition

**Grade II:** (1) Pupils write answers to questions on blackboard.

(2) Write a one-sentence letter to Santa Claus.

**Grade III:** See October issue. Also September.

**Grade IV:** Review of term's work. Oral Dramatization.

Topics: Literary Pictures, seasonable subjects.

**Grade V:** Subject and Predicate.

**Grade VI:** See September issue.

**Grade VII:** Letter writing; margin, heading, salutation, indentation, body, conclusion (see suggestions in "Course").

**Grade VIII:** See September issue.

#### V—Grammar

**Grade VII:** The Complement.

**Grade VIII:** See September issue.

#### VI—Spelling

**Grade II:** Fourth column, forty-two words, two-word families.

**Grade III:** See September issue.

**Grades IV, V, VI:** See September issue.

**Grade VII:** See October issue.

**Grade VIII:** See September issue.

#### VII—Elementary Science

**Grade I:** Jack Frost has tightened up everything; soil hard; water frozen; sliding and skating; fluffy snowflakes; the beautiful "Out of Doors"; after a snowstorm; proper clothing for going out; sleighing and coasting; the hot fires at home from wood, coal or gas; how Jack Frost stings little fingers and toes and noses; icicles; appearance of sky when it is snowing.

Winter activities of father and mother and older children; the vegetables stored for winter use; winter fruits (apples, oranges, nuts, etc.). Shortest day of the year. Santa Claus and the Evergreen trees.

**Grade II:** (a) Seasonal characteristics; (b) Activities of man and of children; preparation for winter; (c) Caring for potted plants, effect of light; (d) Planting and care of bulbs.

**Grade III:** Nature Study: (1) Clouds, snow and snowflakes, under a magnifying glass. (2) The Earth ball. Stories. (3) Christmas trees and a story of Christmas. (4) Winter Birds: Chickadee, snow bunting, grosbeaks, hairy and downy woodpeckers, white owl, English sparrow. What they are doing for food and shelter. Detailed study of Downy or Chickadee.

Hygiene: Food: (1) Regular meals—eating slowly, eating plenty, drink milk, avoid tea, coffee, etc. (2) Table manners. (3) Danger from too much candy, sugar, evils of strong drink and tobacco for children.

**Grade IV:** Nature Study: Evergreen Trees; Frost, its effects upon roads and streams; plant and animal life; Bulbs; one wild fur-bearing animal. One winter bird.

Geography: Importation: raisins, nuts (stories).

Hygiene: The working system in a healthy body.

**Grade V:** Nature Study: Begin the relationship study. The importance of plant life, of animal life.

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The plant eating animals. Discuss the plants eaten by different animals, their methods of eating, habits that are harmful or helpful to man, or of little concern to him. If harmful, or common, discuss methods of fighting the pests. If animals are man's friends, how do the plant eating habits affect man's interests or work.

**Discuss the air under the headings indicated:** Blow into some lime water solution through a straw and note the milkiness which is the test for the poisonous gas one breathes out from one's lungs. Hold a burning candle under a glass wet with lime water and compare with what has happened when breath was blown through lime water. Sink some fresh green leaves under water and put the vessel in the direct rays of the sun for an hour and watch for tiny bubbles which should be oxygen, the life-giving substance in the air.

**Geography:** Begin study of Alberta. Position. Drainage System. Map.

**Hygiene:** The Muscle System as the laboring forces of the body attached to the skeleton. The need of exercise to develop the muscles.

**Grade VI:** Nature Study: Heat (as in "Course").

**Geography:** See October issue.

**Hygiene:** See October issue and: Germs and what they do. Germs and the white blood corpuscles.

The effect of cigarettes, tobacco and alcohol on the heart and blood vessels of a growing child.

**Grade VII:** Agriculture: December and January: No. 4,

Poultry.

**Hygiene:** December and January: The Nervous System.

**Geography:** Europe, as in "Course," taking Norway, Sweden, Denmark, Holland and Belgium.

**Grade VIII:** Agriculture: December and January: Poultry.

**Geography:** Complete British Possessions in North America.

**Hygiene:** (1) Respiratory System; (2) Apparent Drowning; (3) Excretory System.

#### VIII—Citizenship

**Grade II:** (a) Habit, Personal; (b) Christmas stories and activities.

**Grade III:** (1) Manners; (2) Sense of Responsibility (Sec. D); (3) Custom of giving; (4) Christmas; (5) Stories.

**Grade IV:** (1) Discuss: Public Libraries, Public Telephones, Public Telegraphs.

(2) Discuss: Christmas; Custom of gift giving at Christmas, birthdays and weddings.

(3) Stories on Obedience.

(4) History: Early days of the Province.

**Grade V:** (a) Rights of Dumb Animals (Beautiful Joe, Webster and the Woodchuck).

(b) Forethought as evidenced in resourcefulness in making use of materials at hand. (Crusoe, Pioneers). Hearne and MacKenzie.

**Grade VI:** Citizenship: Scottish Independence. Sir William Wallace, Robert Bruce.

**Civics:** Civic Election.

**Grade VII:** See October issue.

**Grade VIII:** See September issue.

#### IX—Art

**Grade I:** Exercise II. To make a landscape (1) by paper tearing, (2) with wax crayons. These may be adapted to a Christmas problem. Four weeks' work.

**Grade II:** To make a landscape design in crayon and in cut paper.

**Grade III:** (1) Continue printing. Pupils printing "Merry Christmas" or their own names.

(2) Exercise IV. To make and decorate with tree motifs, a card having both printing and cut-paper decoration. A cut-paper landscape is suggested. The landscape need not be too realistic. Four weeks' work.

**Grade IV:** Exercise VI. Picture Study, "Arrival of the Shepherds."

**Grade V:** Finish Exercise III. Exercise IV. Poster problem using an illustration made in a decorative manner. Four weeks' work.

**Grade VI:** Section 2. Lamp shade.

**Grade VII:** (1) One point or parallel perspective (explained and illustrated).

(2) Drawing of roads, trees, telephone poles, cottage, sidewalk, etc. (in one point perspective).

(3) Picture Study: "Holy Night."

**Grade VIII:** Exercise VI: Monograms. Initial Letters. Christmas problem.

Picture Study: "Madonna of the Chair." Raphael.

#### Literature—Grade VIII

We are able to publish this month the Literature Outline for Grade VIII. Though it may seem unnecessary to publish the full outline from September we think it advisable to do so to enable our readers to fit in what they have not covered to date in the place of work they may have covered which will appear in the later months.

September: Literature: Rip Van Winkle, Delights of Reading. Memory: I Vow to Thee.

Silent Reading: Bob Acre's Duel.

Oral Reading: Principles of Oral Reading.

October: Literature: The Brook, Ulysses, The Lotus Eaters.

Memory: Selections from "The Brook."

Silent Reading: Strawberries.

Oral Reading: The Heavens Declare.

November: Literature: The Ancient Mariner, Last Fight of the Revenge.

Memory: Selections from "Ancient Mariner."

Silent Reading: Italian in England.

Oral Reading: The Country Boy's Creed.

December: Literature: Homes of the People, A Christmas Hymn.

Memory: Lead, Kindly Light.

Silent Reading: The Finding of Wisdom.

Oral Reading: The Mounted Police.

#### Language—Grade II

I. Write two words with each of these sounds: ol; ar; or; ch; ay; ai; oy; oi.

Put a letter at the beginning of each of the following and make a word: —ole; —ose; —ere; —ike; —ame.

Fill in the blanks with a word having the sound "or":

(a) A cow has —.

(b) — is the meat of a pig.

(c) We eat with a —.

(d) I had a cob of —.

(e) A — will float.

Write a word to rhyme with each of these: Play, Mat, My Head, Fall.

II. Look at this sentence: Straw grows from trees, oats, fish, potatoes. Oats is printed in black face type because it is the word that makes the sentence true.

In the sentences below draw a line under the one word that makes the sentence true:

Apples grow on vines, roots, grass, trees.

People can see through wood, stone, glass, iron.

A gown is a string, animal, dress, plant.

An orange is a dress, animal, fruit, hornet.

A bonfire burns coal, oil, gas, trash.

Copper is used to make grass, shirts, pennies, houses.

Envelopes are made for letters, snakes, water, apples.

Here is a list of words. Some of these words mean the opposite of some others. Pick out the words that have opposite meanings and put them down like this:

hot	cold
long	short

big; soft; far; come; up; here; north; little; lost; near; there; before; hard; out; down; after; found; go; south; in.

III. What is your name?

Where do you live?

What day is this?

Why are you not at school?

How many times have you washed the dishes since school closed?

How many flies have you seen today?

How many legs has a fly?

Why should you kill every fly you see?

What is the difference between a spider and a fly?

Draw a picture of a spider's web in the corner of a window.

How many leaves have you found and pressed?

What are their names?

Name the birds that you have seen.

What is the difference between a robin and a duck?

What is the difference between a dog and a cat?

Which would you rather have, and why?

Are all the mountains that you see the same shape?

Draw a picture having a river, two little trees, one big tree, some mountains and a little house in a field with a cow in the field.

Draw a picture of your own house from the back lawn.

How many railings are in the fence around your house?

How high is your fence?

NOTE: Write full answer and try to spell each word correctly.

IV. Write the following words in their proper order:

1. heavy Big horses loads draw

2. night We stars at see the

3. their play Girls dolls with

Think of and write a very interesting thing about a robin; a rabbit; a bear.

Arrange these words to make sentences:

(a) dress, has, a, red, Mary,

(b) The, has, two, clock, hands,

(c) their, play, Girls, dolls, with

(d) night, We, stars, at, see, the.



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"I saw your name in the A.T.A."

- (c) Tell two things: (a) The milkman has; (b) The postman carries; The baker has.

Use "oo" to make these words:

1. You see me in the sky at night.
2. You use me to sweep the floor.
3. I have thread around me.
4. You use me to eat porridge.
5. I. Put h, l, s, t, r, sm, st, al, wh and qu with —ack.

Now you have made ten words ending in the same sound.

Words like that are said to rhyme. See if you can make words to rhyme with the sound —ock, using these letters: r, l, s, d, m, bl, fl, sh, st and fr.

Find words with "ea" to put in the blank spaces.

1. Two can sit on this —.
2. This water is very —.
3. I see — coming out of the kettle.
4. This box is too — to lift.
5. The peacock lost a — from its tail.
6. Mother wants a spool of —.

VI. Arrange in proper order and write neatly:

1. Boys, the, girls, school, and, not, are, in.
2. Sunshine, we today, had, bright.
3. Trees, yellow, are, the, turning.

Think of and write two stories about a gopher, your kitty, a canary.

Change the following statements into questions:

Write down the changed forms, putting a capital letter at the beginning of each sentence, and a question mark at the end.

- The boy can run.  
The sky is blue.  
Mary will sing for me.  
The leaves are turning yellow.  
Billy ran away.  
She saw the Prince.

#### Nature Study—Grades III and IV

1. Collect and press as many leaves or flowers as you can.
2. What name is given to the flesh of these animals: cow, calf, sheep, pig, deer, and hen? Write answers in sentences.
3. Read this story several times and then try to answer the questions below it:

##### Jim Crow

When Jim Crow became a member of our family he was very young, and could hardly balance himself upon his slender legs.

We fed him upon raw eggs and scraps of raw meat until he grew strong and his black feathers had become smooth and glossy, his bright eyes brighter, and Jim Crow had changed into a beautiful black bird.

Jim delighted in a plunge bath, and would splash away in an earthen crock a dozen times a day, if it were filled for him.

He liked red and blue, and if ladies called at the house dressed in these colors, the young crow would become excited and spreading his wings and tail, would cry, "Come on! Come on!" to the amusement of all the people present.

But one day we lost our pet. While eating corn with the chickens a stray dog pounced upon poor Jim and put an end to his life.

- (a) How young was Jim when he was caught?
- (b) What was he given to eat?
- (c) What were his eyes like? Tell about his feathers.
- (d) What did Jim most enjoy doing?
- (e) What were his favorite colors?
- (f) Tell about poor Jim's death.

4. Collect five different kinds of seed. Put them in bottles. Sew on cardboard and label.

5. What time did the sun rise this morning? What time did it set last night? Does it rise and set at the same time each day? What is the difference in time?

6. What are some of the things your dog can do? How does he catch gophers? Tell about the dog bringing the cows and helping to drive the sheep. Which kind of a dog is best for this work? What kind of dogs do we find in town? Why do dogs wear tags? Why do you like a dog? Why does the dog like you?

7. Plants are living things; they eat with their leaves and drink with their rootlets. They take in a gas from the air that is breathed by animals; use the part of it they need, and send the other part, which is needed by animals back into the air again. The plants live and blossom simply that they may produce seeds, because the seed means new life. The work of the parent plant is not finished until the new seeds and buds have been given coats to protect them from cold or harm, from enemies, and the seeds helped to find new homes where they may grow when spring comes. As a rule the mother plant cannot move about herself so she gets some helpers to scatter her seeds.

These are a few; see if you can see how they help: Children, animals, birds, insects, wind, water, rain. How does the mother plant get them to help her?

8. Write down the names of five different kinds of birds you have seen this month.

What birds that you know are mostly black?

What birds are mostly yellow?

What birds are mostly white?

What game birds are hunters allowed to shoot this month?

Geography—Make a list of all the kinds of fruit you have seen this summer. Which kinds come in boxes? Which come in baskets? Which fruits grow in Canada?

#### GRADE IV—GEOGRAPHY FOR NOVEMBER

##### Importations

##### Apples from British Columbia

We get some of our apples from British Columbia. British Columbia is a province just as our Alberta is a province. If we travelled west by train for a day and a night we would find ourselves in this new province. British Columbia is the land the other side of the Rocky Mountains (show pictures of mountains found in souvenir pictures of Banff, etc.). This province is covered with mountains. Between the mountains are wide valleys where farmers grow fruits and grains. The people who live in British Columbia are just like ourselves. We also find Hindus, Chinese and Japanese as well as many other nationalities. The Canadian people there live much as we do here and they have the same kinds of houses and do the same things we do. In this province our imported apples are grown. Some of the names of these are MacIntosh Red, Delicious, Northern Spy, Wagner, Wealthy, and there are others.

Apples are grown on trees in great orchards. These orchards are large fields containing hundreds of trees. These trees must be carefully looked after—grafting, pruning, spraying, fertilizing—(Explain these terms) in order to make them produce the most and the best fruit. This fruit is picked by hand in August and September. It is then graded, wrapped and carefully packed in boxes. These are then sent to the station to be put on the train to be taken to all parts of Canada. A drink called "cider" is made from apples. Vinegar is made from the apple juice.

##### Grapes from Ontario

We get grapes from Ontario, which is another province. If we travelled east for two days and two nights we would find ourselves in Ontario. The part of this province where the grapes grow is a beautiful country with many trees and bushes. This province is near three of Canada's largest lakes. It is there people go to see the wonderful Niagara Falls.

Most of the people who live in Ontario are English, Scotch and Irish. They are just like we are and they live the way we do. Their houses are larger with beautiful surroundings.

Grapes grow on vines. The vines have to be very well looked after in order to be made to produce the best of fruit. Grapes may be green, red, yellow, purple or even of variegated colors. Some of the grapes we get from Ontario we use on the table and some are made into jam and jelly. Wines are made by fermenting the juices of the grapes. "Cream of Tartar" is made from the crust which forms when the juice is fermenting.

##### Astronomy

Here is a big word which means the study of such heavenly bodies as the sun, moon and stars. (For scale work give a few questions on "one inch representing one mile, half a mile," etc; reverse the order). It is by the use of a scale similar to those we have been talking about that we can learn something of the size of the moon or the sun, or how far they are away from us.

The sun is a great giant of a fellow, he gives us light and heat, and so our food, for it is by the light of the sun that plants and animals grow. (Try growing the same kind of plant (i) in the sun, (ii) in the dark, for some weeks, note the difference.) Our sun is round and lives in the sky. To us he appears to move around our earth, and for many, many years people thought that this was true, but now we know that it is the other way round, our earth moves round the sun, taking a year to do so. We are often puzzled to know how it is that the sun, the earth, the moon, and all the stars keep their places in the sky, this you will understand much better when you are older, but I will try to give you some idea of how this happens now. You know that the earth is travelling round on its axis very fast, turning once in twenty-four hours; yet you are not thrown off the earth; you jump as high as you can, yet you always return to the earth; again you throw your ball high in the air but back it comes to the earth. How many of you can tell me why this is? It is because all bodies attract each other; while the ball is pulled to the earth, the earth is pulled to the ball, but the earth is so very huge compared with your ball that the ball moves very much more than the earth, in fact the earth may be said not to move at all. Now let us think of our earth and the stars around it: That big fellow, the sun, is doing his best to pull us right into him, and we are doing our best to pull him to us, but there are stars of all sizes around us and each one is exerting a pull, one in this direction, another in that, a third in another and so on, I was once watching a spider carrying its egg sac, she was a big one.

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*"I saw your name in the A.T.A."*



Unfortunately Mrs. Spider disturbed an ants' nest, the little fellows hurried out, caught sight of the enemy, big enough to make a dozen of the little ants, but without hesitation one seized hold of a hind leg, two more got hold the other, others held on to other legs, but all avoided attacking from the front. It was amusing to watch, at first the few ants were dragged here and there, but as more and more got a hold that spider was brought to a standstill. Now can you see why the stars keep each other in place?

Of course you know that the sun gives us daylight, and that he is vastly bigger than our earth.

The moon is another round body in the sky, the nearest of all to us, in fact she is regarded as belonging to the earth, for she moves round the earth, and accompanies us wherever we go. The moon gives us light by night, she is very much smaller than the earth.

An important star to man is the Pole Star, its position with respect to the earth does not appear to change. It is directly over the North Pole, so that when man can see it he always knows in what direction is the north.

Almost as important is the group of seven stars called the Dipper. Three stars form the handle, the remaining four form the bowl, the two of these four farthest from the handle point directly to the North or Pole Star. Try to find the Dipper the first clear night in the north part of the sky. Get the two stars mentioned, look from the lower of the two along a straight line to the second and continue the line, do you see that bright star almost overhead, it is about the brightest in that part of the sky? That is the Pole Star.

The Milky Way is a great cluster of stars stretching across the sky, giving the effect of a long narrow cloud of light. If you will watch it by night you will notice that its position changes from time to time.

Venus is the second nearest star to our sun, Mercury is the nearest and at the same time the smallest star in our solar system. One of these will appear just before sunrise, the other is the first to appear after sunset. Hence these stars are frequently called the Morning and Evening stars.

#### Grade V—Geography

I. Write and learn the following continents in order of size: Asia, Africa, North America, South America, Europe, Australia.

II. The oceans: Pacific, Atlantic, Arctic, Indian, Antarctic.

III. Review names of continents and oceans.

IV. On the map of North America locate the following: Hudson's Bay, Gulf of Mexico, Gulf of St. Lawrence, Mississippi River, Mackenzie River, Nelson River, Fraser River.

V. Name the oceans surrounding each continent.

V. What oceans lie between America and Europe? Asia and America?

VI. What animal life is to be found in the oceans?

#### Current Events

I. The "Princess Zenia" hopped off from Dublin on Friday, heading for St. John's, Newfoundland. Find these cities on an atlas or map of the world.

II. Five hundred pounds of letter mail was taken from an ocean liner at Rimouski, Quebec, and carried by hydroplane to Montreal. Find these cities on a map of Canada.

III. Copy the names of these people and find from your atlas the names of their countries and the continent containing them: English, Greek, Welsh, Swede, Japanese, Mexican, Canadian, Australian, Scotch, Russian, Irish, Norwegian, Swiss, Chinese, Polish, Dutch, Belgian, Turk, French, German, Austrian, Italian.

IV. From the cans and packets in your mother's pantry find all the things that have come from outside of Alberta. Write the name of the place and then find it in your atlas.

V. Make a list of all the interesting things to be seen on the way to Banff, either by road or rail.

VI. What countries send us the following: Tea, coffee, cocoa, sugar, oranges, olives, raisins, figs, dates, pineapples, currants, lemons, almonds, cotton, silk, china, rubber, pecans.

VII. In what province do you live?

(a) What provinces are on east and west of it?

(b) What bounds it on the south?

VIII. Name five or more important places in this province, and tell what direction each one is from your school.

IX. What is the source of the Bow river?

(a) What rivers and creeks flow into it?

(b) What river does it join, and what river later joins this larger one?

(c) If you have a map of Canada trace this water until it reaches a large inland sea.

#### Composition

I. Use "go," "went" or "gone" in each blank space: "Go" means present time; "went" means past time; "gone" is used after "has," "have" or "had."

1. We — to the park last Saturday.

2. Will you — to the barn with me?

3. If we had — sooner we would have met them.

4. The girls — for a ride on the car.

5. Joe and Fred have — fishing.

6. Mary has — to her grandmother's.

7. I would like to — swimming.

8. George came home after his cousin had —.

II. Copy these sentences, and put "to," "too" or "two" into the blanks:

1. — men ran a race — the corner.

2. Will you go with me — the concert?

3. I will ask Marion — go, —.

4. Please give this note — your mother.

5. You may read it, —.

6. I bought — roses for you — wear in your hair.

7. This story is — good — be true.

8. Here is a bunch of violets, —.

9. — times one are —.

10. — see is — believe.

11. — have what we want is riches.

12. A bird in the hand is worth — in the bush.

13. You — shall come — my house.

14. Do you wish — go — school now?

15. How good you are — come — see me!

III. 1. Use the following words correctly in sentences: accept, counsel, loose, except, learn, cereal, guilt, principal, serial.

2. Fill in the blanks correctly with the proper pronouns:

(a) Each boy does — work.

(b) Surely I can cut down — weeds.

(c) — and — are going fishing.

IV. Make corrections in the following sentences:

(a) He done his work very slow.

(b) Who shall we invite?

(c) Him and me are going to the exhibition.

(d) Mother divided the candy between her three boys.

(e) Have either of you saw him?

(f) All men should show his honesty.

V. Correct where necessary:

1. Mary seen them.

2. Wait on me.

3. I was mad at him.

4. I don't know as I can.

5. He don't like to study.

6. Tom and she went.

#### SOME ASPECTS OF GRADE VI GEOGRAPHY

##### Canada

**Location**—Drill from the pupil to other parts of the world. Our classroom is in Canada. Have pupils point in direction of United States, Europe, North Pole, Asia, etc. Use Halifax and Vancouver as ocean ports, and have pupils tell how to reach the different continents, e.g., from here by rail to Halifax, by steamer on Atlantic, crossing equator, to Cape Town, Africa. Do this at first with open atlases, then by mind-sight.

**General Points:** 1. Splendid location between the great massed populations of Europe and the Orient, with the oceans giving cheap transport and protection from invasion and petty wars.

2. Our latitude gives a climate ideal for maintaining a hardy, energetic race.

3. Our northern hinterland is making us pioneers in sub-Arctic development. How far north is wheat being grown?

4. We get many benefits from the wealth-aided progress of United States, and in time will gain greatly by her huge markets.

**Surface Features:** Drill from the pupil to coastal points: e.g., if you could drive straight east (or west) along this correction line, tell me what sort of country you would pass through. Have the class dictate an elevation line on blackboard following the fiftieth parallel, yourself drawing. Have the class draw similar elevation lines following trans-continental rails, until the sequence of diverse regions, and our place in the sequence, is well known.

**General Points:** This is the place to invite an intelligent forecast as to what we shall learn of the various features in relation to man's activities, e.g.:

1. Effect on shipping, of the coastal range rising abruptly from the Pacific. (See Maclean's, October 1.)

2. Have the Rockies any cash value apart from mineral, or are they a handicap?

3. Is the Hudson's Bay of any possible use?

4. There is hardly a town in Ontario or Quebec north of 50°. What does that suggest about the Canadian shield?

5. Tell about the Labrador boundary settlement. Why was Newfoundland so pleased? Does this suggest any value in the Canadian shield?

6. Do you think any use can be made of the Great Lakes?

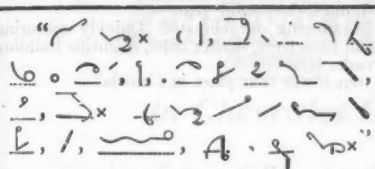
Later, in coming to the formal teaching of these topics, you will have a starting point: "Do you remember what we thought about —?" Then proceed to confirm their reasoning with fact, or introduce the factors which will lead to different reasoning.

**Climate:** 1. Teach the fact of Prevailing Westerly Winds in north and south hemispheres. Canada lies in the path of the Westerlies which come to us from the broad Pacific. Bring up the fact that when our sloughs are solid ice, the Pacific is open. Why? Which part of Canada seems to benefit from the warm ocean wind? (Consulting temperature chart.) Why don't we?



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"I saw your name in the A.T.A."

Which parts of Canada seem to catch the rains from the Westerlies? (Text map, p. 28). Why don't we get so much on the Central Plain?

2. From the world temperature charts have pupils see that the January sub-zero area dips far south in Canada and Asia, while the July sixty-line reaches far north in the same regions. Contrast with Vancouver, British Isles, Iceland, Japan, where the range of temperature is only half as great or less. Teach the moderating influence of adjacent ocean water; hence lead to Continental and Insular Climates.

**Related Points:** 1. Winter condition of eastern ports and waterways; c.f., Pacific ports.

2. Climate in relation to our road system—dirt roads impossible in Western Europe.

3. Effect of one-crop season with Arctic winter upon man's activities. Mention India's three-crop year.

4. How are we conquering our climate? Quickly maturing grains, hardy plants and fruit trees, shelter belts, scientific building and heating, raised roads, etc.

5. Could a long trench-war take place in Canada?

### ARITHMETIC—GRADE VII.

#### DECIMALS

I.

A.

	Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths	Tens of Thousandths
1.				3	7			
2.		6	0	0	0	8		
3.				0	6	5	0	2
4.	3	0	4	5	0	0	8	
5.			8	3	5	0	0	8
6.			9	6	0	3		
7.			3	7	8			
8.				6	0	0	7	5
9.		8	7	3	3	3	3	
10.	9	8	7	6	5	4	3	2

Copy the numbers given in the table using the decimal point

II. Make a table similar to the above. In it place the following numbers correctly:

(1) 2.345; (2) 309.7; (3) 6008.365; (4) 8090.007; (5) 0.008; (6) 54.909; (7) 37.8888; (8) 9.9009; (9) 0.83; (10) 8097.3605.

III. Write the following fractions as decimals:

(a)  $\frac{3}{10}$ ,  $\frac{3}{100}$ ,  $\frac{3}{10000}$

(b)  $\frac{7}{100}$ ,  $\frac{67}{100}$ ,  $\frac{467}{100}$ ,  $\frac{3467}{100}$

(c)  $\frac{4}{1000}$ ,  $\frac{708}{100000}$ ,  $\frac{8}{10}$ ,  $\frac{27}{1000}$ ,  $\frac{965}{100}$

and the following decimals as fractions with powers of ten for denominators:

(d) 0.3, 9.3, 0.003.

(e) 0.004, 0.043, 0.453.

(f) 0.36007, 0.3067, 0.0367, 0.36007.

IV. Simplify and express as decimals:

(a)  $\frac{4}{100} + \frac{27}{10000}$ ;  $\frac{34}{100} + \frac{554}{10000}$

(b)  $\frac{5}{100} + \frac{5}{1000} + \frac{5}{10}$ ;  $\frac{3}{10} + \frac{7}{1000} + \frac{6}{100000}$

(c)  $3 + \frac{3}{10} + \frac{7}{1000}$ ;  $64 + \frac{5}{10} + \frac{7}{1000}$

(d)  $5 + \frac{3}{100} + \frac{9}{1000}$ ;  $762 + \frac{18}{10000}$

I.

B.

	Tens of Thousands	Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths	Tens of Thousandths
1.					4	9			
2.			3	0	9	0	0	5	
3.				9	0	0	6	7	8
4.	7	4	0	0	6	0	0	0	5
5.		3	0	6	5	7	3	4	
6.					0	3	0	4	
7.			5	4	9				
8.	3	0	8	0	0	6			
9.				5	6	8			
10.		2	4	6	0	0	8		

Copy the numbers given in the table using the decimal point.

II. Make a table similar to the above. In it place the following numbers correctly:

(1) 87.6; (2) 3809.5009; (3) 6.037; (4) 0.09008; (5) 67009.009; (6) 0.73006; (7) 354.9; (8) 409.00076; (9) 57.08; (10) 0.00001.

III. Write the following fractions as decimals:

(a)  $\frac{7}{100}$ ;  $\frac{7}{100000}$ ;  $\frac{7}{10}$

(b)  $\frac{9}{1000}$ ;  $\frac{98}{1000}$ ;  $\frac{986}{1000}$ ;  $\frac{9864}{1000}$

(c)  $\frac{8}{10}$ ;  $\frac{3007}{10000}$ ;  $\frac{56}{1000}$ ;  $\frac{800836}{100000}$ ;  $\frac{5}{100}$

and the following decimals as fractions with powers of ten for denominators:

(d) 0.95, 0.0095, 9.5.

(e) 0.06, 0.0606, 0.66.

(f) 0.006, 0.6, 0.7006, 0.36007.

IV. Simplify and express as decimals:

(a)  $\frac{31}{100} + \frac{437}{1000000}$ ;  $\frac{6}{1000} + \frac{3}{100}$

(b)  $\frac{7}{100} + \frac{4}{10000} + \frac{9}{10}$ ;  $\frac{7}{10} + \frac{9}{100} + \frac{5}{10000}$

(c)  $5 + \frac{2}{10} + \frac{3}{100} + \frac{9}{1000}$ ;  $396 + \frac{5}{1000}$

(d)  $23 + \frac{2}{10} + \frac{7}{100}$ ;  $5 + \frac{6}{1000} + \frac{17}{100000}$

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## ARITHMETIC—GRADE VII (continued)

C.

I.

	Tens of Thousands	Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths	Tens of Thousandths
1.					3	4			
2.		4	0	7	6	0	8		
3.				8	9	7	0	4	2
4.			3	4	6	8	5		
5.	6	0	0	0	1				
6.				1	2	0	0	8	
7.					0	0	0	3	4
8.	3	4	5	6	7	8	9	0	1
9.			3	9	4	6			
10.					0	3	0	0	5

Write the numbers in the table as decimals.

II. Make a table like the above; in it place the following numbers:

(1) 3.405; (2) 890.09; (3) 7546.089; (4) 0.0095; (5) 60083.09; (6) 73.5; (7) 12.57; (8) 0.0086; (9) 6750.006; (10) 5006.0056.

III. Write the following fractions as decimals:

(1)  $\frac{7}{10}$ ;  $\frac{6}{1000}$ ;  $\frac{8}{100}$ ;  $\frac{4}{10000}$

(2)  $\frac{27}{1000}$ ;  $\frac{35}{1000}$ ;  $\frac{3}{1000}$ ;  $\frac{63}{1000}$

(3)  $\frac{2}{10}$ ;  $\frac{6}{10000}$ ;  $\frac{5}{1000}$ ;  $\frac{8}{1000}$

And the following decimals as fractions:

(1) .3, .003, .03, .0003.

(2) .037, .37, 3.7.

(3) .0625, 62.5, 6.25.

(Use powers of ten as denominators.)

IV. Express as decimals:

(1)  $\frac{3}{10} + \frac{5}{100}$ ;  $\frac{7}{10} + \frac{2}{1000}$

(2)  $\frac{4}{10} + \frac{5}{100} + \frac{3}{1000}$ ;  $\frac{2}{10} + \frac{2}{100} + \frac{2}{1000}$

(3)  $\frac{1}{10} + \frac{9}{1000} + \frac{4}{10000}$ ;  $\frac{5}{1000} + \frac{2}{10} + \frac{3}{100}$

(4)  $8 + \frac{2}{10} + \frac{3}{100}$ ;  $16 + \frac{5}{1000} + \frac{9}{10000}$

## GRADE VIII—ENGLISH

## Literature

## I. "The Homes of the People"

Answer the questions, following, briefly and concisely, using the words of the writer if you can remember them:

1. Where was the home of the writer's friend?

2. What was the house like?

I.

D.

	Tens of Thousands	Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths	Tens of Thousandths
1.				2	5	6			
2.			6	0	0	0	0	9	
3.		8	3	5	6	7	8		
4.					9	0	0	0	1
5.	5	3	0	0	4	5			
6.				3	0	0	6		
7.					0	9	7		
8.					0	0	8	0	5
9.			7	0	6	3	5		
10.	6	0	0	5	9	0	0	7	3

Write the numbers in the table as decimals.

II. Make a table like the above; in it place the following numbers:

(1) 84.6; (2) 6008.005; (3) 4.67; (4) 1234.008; (5) 0.6; (6) 17.0003; (7) 854.709; (8) 0.3768; (9) 2.7; (10) 89007.6.

III. Write the following fractions as decimals:

(1)  $\frac{4}{10}$ ;  $\frac{4}{1000}$ ;  $\frac{4}{10000}$

(2)  $\frac{8}{100}$ ;  $\frac{19}{100}$ ;  $\frac{4}{1000}$ ;  $\frac{336}{1000}$ ;  $\frac{19}{1000}$

(3)  $\frac{1}{10}$ ;  $\frac{1}{100}$ ;  $\frac{1}{1000}$ ;  $\frac{1}{10000}$

And the following decimals as fractions:

(1) .006; .06; .6; .0006;

(2) .0035; 3.5; .35;

(3) .0375; 37.5; .375.

(Use powers of ten as denominators.)

IV. Express as decimals:

(1)  $\frac{1}{10} + \frac{9}{100}$ ;  $\frac{3}{10} + \frac{8}{1000}$

(2)  $\frac{7}{10} + \frac{6}{100} + \frac{4}{1000}$ ;  $\frac{4}{10} + \frac{4}{100} + \frac{4}{1000}$

(3)  $\frac{9}{10} + \frac{1}{1000}$ ;  $\frac{6}{10} + \frac{7}{100} + \frac{2}{1000}$

(4)  $5 + \frac{1}{100} + \frac{2}{1000}$ ;  $28 + \frac{3}{100} + \frac{5}{10000}$

3. What surrounded the home?

4. What sounds could be heard? What odors were prevalent?

5. At what season of the year was the visit made?

6. What terms would you use in describing the interior of the home?

7. What objects particularly attracted your attention as you entered?



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"I saw your name in the A.T.A."

8. Which object did you first notice?
9. Which object is not usually seen on entering homes of today?
10. What proof of use was there on this latter object?
11. What kind of a man was the writer's friend?
12. Who was with them as they entered?
13. Which commandment was observed in that home?
14. Who welcomed them to the house?
15. What was the wife of the writer's friend doing?
16. Where were the children?
17. How did the night fall on that home?
18. What custom or practice was followed at the close of the day?

19. Wherein was that home different from most homes of today?

20. What do you admire or like about that home? Would you enjoy a visit to such a home? Why do you think so?

Now take the selection and underline the words or word which answers each question; then compare your written answers with those you underlined. Give yourself five points for each correct written answer—or proportionately as you consider them correct. What total did you obtain? This is your percentage for comprehension.

Find your rate of reading, in words per minute—taking 450 words in the selection as your basis. You should be reading at a rate of, at least, 180 words per minute and with a good percentage for comprehension.

Read a selection each day and treat it similarly, getting someone to arrange your questions for you. Practice until you have an average rate of speed and at least 75 per cent. comprehension. If you read rapidly or inaccurately, read more slowly and think of what you are reading, getting the pictures, etc., presented in your mind's eye.

Were you reading just words, or ideas and thoughts?

## II. "A Christmas Hymn"

1. (a) What is the main thought of this poem?
- (b) What two lines of the poem best express this thought?
2. In a brief phrase state the main topic of each stanza.
3. Stanza I.—(a) "Seven hundred years and fifty-three." What was the date of the founding of the city of Rome?
- (b) "Queen of land and sea." Explain the meaning.
- Stanza II. (a) Why "haughty Rome"? Explain fully.
- (b) Write the thought contained in lines 5 and 6.
- (c) "Paltry province." To what paltry province does the author refer? What was happening there?
- Stanza III. (a) "A weary boor." What is meant? What other words in the stanza carry out this idea?
- (b) "A half-shut stable door." What stable? Who were within the stable?
- Stanza IV. (a) By whom was the "strange indifference" shown? To what were they indifferent?
- (b) "High and low drowed over common joys and cares." Write this thought out fully in your own words.
- Stanza V. (a) To what night do the first four lines of this stanza refer?
- (b) What word emphasizes this?
- (c) To what night does the remainder of the stanza refer?

## III. "Lead Kindly Light"

Name the author of this selection and state three interesting facts about him.

Explain: "Amid the encircling gloom"; "the garish day"; "o'er moor and fen, o'er crag and torrent"; "those angel faces"; "lost awhile."

Review the memory work of this selection. It is on your Grade VIII course.

## COMPOSITION

### A.

1. In each of the lines below the first two words have a certain relation. Note that relation and draw a line under the one word in brackets which bears the same relation to the third word as the second bears to the first.

Example: Sky—blue; grass (grow, green, cut, dead).

Work these the same way:

- (a) Eat—bread; drink (water, drunk, chew, swallow).
- (b) Tiger—wild; cat (dog, mouse, tame, pig).
- (c) Poison—death; food (eat, bird, life, bad).
- (d) Birth—death; planting (harvest, corn, spring, wheat).
- (e) Advice—command; persuasion (help, aid, urging, compulsion).

2. Supply the missing word and make each sentence true and sensible. Write only one word in each blank space.

- (a) The poor little-----has-----nothing to-----; he is hungry.
- (b) To-----many things-----ever finishing any of them-----habit.
- (c) It is-----that a full-grown man should-----a ghost-----he is-----

3. Write in the blank a word which fits the third word in the same way that the second word fits the first word:

- (a) Child, child's; Smith & Brown-----
- (b) Cook, cook's; Burns-----

- (c) Wings, wing; they-----
- (d) Driver's, drivers'; my-----
- (e) Stones, stone; strata-----
- (f) Prepare, preparation; flee-----
- (g) Fit, fitness; young-----

### B.

1. Write "imp" before each statement that could not possibly be true. Write "poss" before each statement that might possibly be true, even if not probable.

----- (a) The poor wanderer finding himself without means of lighting his camp fire, made a fruitless search through his equipment by the light of a single candle.

----- (b) By the light of a dim lantern, the farmer found the source of the nauseating odor.

----- (c) Using a field glass, the captain now clearly perceived what he had previously surmised—a group of mounted men moving cautiously along the river bank on their hands and knees.

----- (d) He stood on the dry grass watching the rain, which had been falling steadily for two days and nights.

----- (e) Starting half way between two posts, he walked slowly around the field and each post that he met was shorter than any he had previously passed.

2. In (a) and (b) read the first sentence carefully to see what it means. Then mark the two of the four sentences which follow which have the same meaning as the first. Mark only two.

(a) Better be a big frog in a little puddle than a tadpole in a lake.

----- Better the head of an ass than the tail of a horse.

----- I had rather be a doorkeeper in the house of my God than to dwell in the tents of wickedness.

----- Better to reign in hell than serve in heaven.

----- Better be a beggar in Rome than a prince in a village.

(b) Don't cross the bridge before you come to it.

----- Look before you leap.

----- Don't borrow trouble.

----- Don't lock the garage after the car is stolen.

----- Take care of today and tomorrow will take care of itself.

3. In each example cross out the word which does not belong.

(a) Stupidity, dullness, foolishness, dishonesty, ignorance.

(b) Stinginess, carefulness, generosity, charity, economy.

(c) Borrowing, gambling, over-charging, stealing, begging.

### C.

1. Which of the parenthetical expressions should be used in the following sentences:

- (1) He has (fewer, less) books than I.
- (2) I paid (a couple of, two) dollars for the book.
- (3) The (two, couple) celebrated their silver wedding.
- (4) She bought (two, a pair of, a couple of) gloves.
- (5) The criminal was (hung, hanged).
- (6) The clothes were (hanged, hung) on the line.
- (7) He has torn out a (page, leaf).
- (8) I (expect, guess, believe) that that is so.
- (9) He (loves, likes) books.
- (10) That is (awfully, very) amusing.
- (11) That child (provokes, aggravates) me.
- (12) Can you (mend, fix) the chair?
- (13) They travelled ten miles (farther or further).
- (14) The house was (empty, vacant).

2. Use the following words in sentences to illustrate their correct use. Character, reputation, emigrant, immigrant, party, person, able, smart, angry, mad.

3. Write a paragraph on the season of the year which you most enjoy.

### D.

1. Use the following pairs of words correctly in sentences so as to show clearly the difference in meaning:

Adapt	Adopt
Stationery	Stationary
Affect	Effect
Accept	Except
Compliment	Complement
Respectfully	Respectively

Select the proper word in the following sentences:

- (a) He took James and (me—I) to see the circus.
- (b) James and (me—I) will go to see the circus.
- (c) Five dollars (is—are) too much for those shoes.
- (d) (Who—whom) did you speak to?
- (e) He did his work (good—well).
2. Fill in correct pronoun:
- (a) Has everyone finished — work?
- (b) Each pupil will name — favorite color.
- (c) Man after man passed, carrying — golf clubs with —
- (d) She knew it to be —.
- (e) Wait for Tom and —.
- (f) It was — or her mother.

3. Write down the things you can think of, that might stop infantile paralysis from spreading.

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## ALGEBRA I—TEST II

A.

1. Find the sum of  $3x^3-2x^2+1$ ,  $2x^2-x^3+x-4$ ,  $5x^3-2x+3x^2$ ,  $2+3x-x^2$ . Verify by putting  $x=10$  and  $x=-1$ .

2. A man walked 5 miles east from his home, then  $x$  miles west, and then 2 miles east. He was then 3 miles from home. Find the value of  $x$ .

3. What is the meaning of  $x^3$ ? Show that  $x^5 \times x^4 = x^9$ . Find by the shortest way the value of  $7^6$  and  $2^{10}$ .

4. If  $x=0$ ,  $y=1$ ,  $z=-2$ , find the value of (1)  $2x-3(2y-3z)$ ; (2)  $2xy+4z/y-3yz^2$ .

5. If  $x$  sheep cost  $\$y$ , how many sheep will cost  $\$z$ ?

6. Find the value of:

$$\frac{2ab}{cd} + \frac{3ac}{de} - \frac{4ad}{ce} + \frac{5(b+e)}{a+d}$$

when  $a=-3$ ,  $b=0$ ,  $c=2$ ,  $d=4$ ,  $e=6$ .

7. A train runs  $a$  miles in  $x$  hours. Express its speed in feet per second.

8. A man gets  $x$  eggs for a certain sum of money, the price of each egg being  $y$  cents. How many would he get for the same sum if the price of each egg were  $(y+z)$  cents?

9. Add together  $3x^3-3ax^2+a^2x$ ,  $-x^3+2ax^2-3a^2x+2a^3$ ,  $3a^3-2x^3$ ,  $2a^2x-3ax^2-2a^3$ . Test the answer by putting  $x=-1$ ,  $a=-2$  in the four expressions and in the answer.

10. A boy had  $\$x$ ; he spent half his money on a bat, one-third on a ball, and has  $\$3$  left. What was the value of  $x$ ?

B.

1. Explain clearly the difference between "index" and "co-efficient." What are the rules for co-efficients and indices in Multiplication (e.g.,  $3x^4 \times 4x^3$ ).

2. Add together  $-x^3-2ax^2+a^2x$ ,  $2x^3-ax^2$ ,  $4x^3-a^3$ ,  $5ax^2-a^2x-4a^3$ . Test your answer by putting  $x=2$ ,  $a=-1$ , in the four expressions and in the sum.

3. If  $a=1$ ,  $b=-2$ ,  $c=3$ ,  $d=-4$ , find the numerical value of (1)  $a^2+2ab-2acb^2-2bc+c^2$ . (2)  $a^2+b^2$ ,  $b^2+c^2$ ,  $a^2+c^2$ .

$$\frac{b+c}{b+c} + \frac{2a-d}{2a-d} + \frac{b+d}{b+d}$$

4. Multiply  $3x^3-2x^2+x-1$  by  $-2x^2$ .

5. How many miles can a person walk in an hour if he walks  $a$  yards in 12 minutes?

6. To what expression must  $3xy-22yz+13xz$  be added to produce zero? If  $6p^2-11p-3$  be subtracted from zero, what will be the result?

7. Distinguish between the meanings of (1)  $(a+b)(a-b)$ ; (2)  $(a+b)a-b$ ; (3)  $a+b(a-b)$ . Find the sum of the three expressions.

8. How long will  $x$  men take to mow  $y$  acres of grass if each man mows  $z$  acres a day? How much longer would three fewer men take?

9. Is the following statement true when  $y=-2$ :  $3y-2(y-6)+3=3(2-y)+5y+11$ ?

10. How long will it take a train to go 100 miles if it goes  $x$  miles in  $y$  minutes?

C.

1. If  $y=3-2x$  and  $z=3x-4y+2$ , find the value of  $3x-2y+3(z-2x)$  when  $x=-2$ .

2. What must  $3a$  be multiplied by to give as the product  $9a^2+6a-12a^3$ ?

3. Find the total cost (in dollars) of  $a$  drawing boards at  $b$  cents each,  $a$  pencils at  $c$  cents per gross,  $a$  set squares at  $d$  cents per dozen.

4. State the rule of signs in multiplication. Multiply  $4a-3b+5c$  by  $-6x$ .

5. Think of a number, double it, add 5, subtract 3, divide by 2, take away the number thought of and the remainder is always 1. Show this by taking  $x$  for the number.

6. Find the value of:

$$\frac{(-8)(-9)}{(-6)(-3)} + \frac{(-9)(+10)(-12)}{(-15)(+14)} - \frac{(-20)(18)}{-(6+4)(-9)}$$

7. Which quantities are to be multiplied together in the following expressions: (a)  $a+b \times c+d$ ; (b)  $a+b \times (c+d)$ ; (c)  $(a+b) \times c+d$ ; (d)  $(a+b) \times (c+d)$ . Find the value of each expression when  $a=2$ ,  $b=3$ ,  $c=4$ ,  $d=5$ .

8. Write down (1) the number of yards of carpet  $x$  feet wide required to cover a floor  $y$  feet long and  $z$  feet broad; (2) a proper fraction whose numerator and denominator are consecutive odd numbers of which the larger is  $2n+1$ .

9. A man has a sum amounting to  $x$  dollars and  $y$  cents. Express in symbols the facts that he has 30 coins and that their value is  $\$11$ .

10. What is the meaning of Division? Give correct answers to the following: (1)  $x \div 3$ ; (2)  $\$x \div 3$ ; (3)  $\$x \div \$3$ .

D.

1. If  $a=2$ ,  $b=\frac{3}{2}$ ,  $c=-5$ , find the numerical value of  $a^2+b^2-c^2-3ac+\frac{1}{2}ab+2bc$ .

2. Is the following statement true when  $x=3$ :  $14-x-21+11x-15=-5x-7+9x-14-3x+9$ ?

3. B is  $x$  years old. Two years ago A was 5 times as old as B was 4 years ago. How old is A?

4. From  $3ab+5cd-4abc-6bcd$  take  $4cd+3ab-3abc-6bcd$ .

5. Think of a number, double it, add 9, multiply the sum by 3, subtract 21, divide by 6. The result is the number thought of increased by 1. Prove this by taking  $x$  for the number.

6. Add together  $3(2x+4y+z)$ ,  $-2(x+y+z)$ ,  $2x-(4y-5z)$  and find the value of the sum when  $x=y^2=100z$  and  $z=1$ .

7. Find the sum of  $4x^2y-(3xy^2+2y^3)$ ,  $2x^3-(x^2y-3xy^2)$ ,  $x^3+4x^2y-3y^3$ .

8. Show that  $x^8 \div x^3 = x^5$ . Divide  $x^8-2x^7+3x^6$  by  $x^6$ .

9. A person has  $\$c$ . He buys  $a$  things each costing  $b$  cents; how many cents has he left? Explain the answer if  $c=5$ ,  $a=90$ ,  $b=8$ .

10. A sum of  $\$1.99$  is divided among three boys A, B and C, so that A has  $x$  cents, B has 6 cents more than A, and C has 5 cents less than A. Express this algebraically. What is the value of  $x$ ?







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